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ABSTRACT

This handbook, which was developed to assist individuals serving as applied communication (AC) trainers to English, business, and vocational education teachers throughout Pennsylvania, contains presentation materials, suggested activities, and selected resources to structure and facilitate inservice training to AC teachers. Part 1 contains transparency masters and activities about the following: the educational and economic context, Pennsylvania's role in developing/supporting implementation of the AC curriculum materials, and the instructional design/structure and potential to improve students' knowledge levels. Included in Part 2 are learning modules/lessons designed to promote development of AC skills and train teachers to plan/conduct stand-alone and infused AP lessons. Part 3, which deals with AC program logistics, evaluation, and certification, contains information on the following: specification writing, materials and facilities/classrooms, laboratory management and grading in AC programs, Pennsylvania's teacher certification requirements for AC. Also included in part 3 are the following materials: "learning tree" instructional guide, observation checklist, group and individual evaluation instruments, list of selected U.S. and British literature matched with each of the AC curriculum's 15 modules, and miniguide designed to assist AC teachers in developing public relations and community awareness campaigns. (MN)

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The Center for Vocational Education
Professional Personnel Development

ED 375 267

APPLIED COMMUNICATION

WORKSHOP PRESENTER'S HANDBOOK FOR PENNSYLVANIA EDUCATORS

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TEMPLE UNIVERSITY

Applied Communication
A Workshop Presenters' Handbook for Pennsylvania Educators

Prepared

by

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Professional Personnel Development

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1993

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PREFACE

The Workshop Presenter's Handbook was developed to provide assistance to those who will serve as Applied Communication trainers to English teachers, Business Education teachers, and Vocational teachers throughout Pennsylvania. The Handbook provides the trainer with presentation materials, suggested activities and selected resources to promote structure as well as facilitate the delivery of in-service training to those interested in teaching Applied Communication.

Further utility of this handbook will be achieved as the message it contains reaches diverse populations in the school and the community. In addition to meeting the comprehensive needs of the in-service trainer and the Applied Communication teacher, others who can benefit from an understanding of what Applied Communication is and why it should be included in the secondary school curriculum are potential students, counselors, parents, other teachers, school administrators and board members, persons from business and industry, as well as members of community organizations.

It is important to consider the specialized needs of the trainer and classroom teacher as well as the more general needs of others when this handbook is used in the delivery of workshops and seminars. The success of an Applied Communication program in a school requires more than a well prepared teacher in the classroom; it requires an understanding, endorsement and integration of the Applied Communication program in the school as well as the community. The Handbook for Workshop Presenters has been developed to serve both of these needs. Trainers and workshop presenters are therefore, encouraged to emphasize the classroom as well as the community aspects of these materials when they are used.

This handbook has been divided into three parts; each of these are summarized:

PART ONE - INTRODUCTION

1. Provides an overview of the educational and economic conditions which the Applied Communication program respond to.

2. Describes Pennsylvania's role in the development of and its commitment to the implementation of the Applied Communication curriculum materials.

3. Illustrates the potential of the Applied Communication materials to improve student knowledge levels.

4. Provides an overview of the instructional design and structure of the Applied Communication materials.

PART TWO - IMPLEMENTATION

1. Provides materials to promote the development of skills in Applied Communication.

2. Provides opportunities for stand-alone and infused demonstration lessons.

PART THREE - LOGISTICS

1. Contains a material listing, and information on specification writing.

2. Provides information on materials and facilities classroom guidelines for lab management and grading for Applied Communication.

3. Describes Pennsylvania teacher certification requirements for Applied Communication.

4. Includes an Applied Communication Mini-Guide to aid in public relations and community awareness.

APPLIED COMMUNICATION WORKSHOP PRESENTER'S HANDBOOK

The outcomes for Training the Trainer in Applied Communications are based on a core of generic outcomes for new programs in applied academics. These generic Train the Trainer outcomes were a product of a focus meeting involving individuals from the Pennsylvania Department of Education, Bureau of Vocational and Adult Education and the respective Centers for Professional Personnel Development in Vocational Education at Indiana University of Pennsylvania, The Pennsylvania State University and Temple University. The core outcomes for training the Trainers will be utilized in Applied Mathematics, Applied Biology and Chemistry, Applied Communications and Principles of Technolgy. Program specific outcomes have been added where appropriate. The outcomes for Applied Communication are grouped into three sections and include:

PART ONE - INTRODUCTION

After participating in a workshop on Applied Communication, the teacher will be able to:

1. Describe current education and economic concerns that demonstrate the need for Applied Communication.

2. Describe the potential contribution of Applied Communication for improving both the vocational and academic competence of students.

3. Describe the role of the Pennsylvania Department of Education and the Centers for Vocational Professional Personnel Development at IUP, Temple, and Penn State in relation to the materials from the Agency for Instructional Technology (AIT).

4. Explain the process and instructional design used by the Agency for Instructional Technology (AIT) to develop the Applied Communication materials.

PART TWO - IMPLEMENTATION

After participating in a workshop on Applied Communication, the teacher will be able to:

1. Demonstrate the ability to use appropriate instructional materials in selected activities.

2. Demonstrate (in a small-group activity) short, practice teaching exercises.

3. Describe "stand-alone" and "team" instructional methods for delivering Applied Communication.

4. Demonstrate the ability to use the Applied Communication Module Analysis.

PART THREE - LOGISTICS, EVALUATION AND CERTIFICATION

After participation in a workshop on Applied Communication, the teacher will be able to:

1. Identify sources and write specifications to order supplies for an Applied Communication program.

2. Describe the mechanics and logistics for classroom management, grading and other problems which arise during the planning, preparation and delivery for an Applied Communication program.

3. Describe Pennsylvania teacher certification requirements for Applied Communication as they relate to teachers presently certified in English, Business Education, and Communication.

PART ONE - INTRODUCTION

After participating in a workshop on Applied Communications, the teacher will be able to:

1. Describe current education and economic concerns that demonstrate the need for Applied Communication.

2. Describe the potential contribution of Applied Communication for improving both the vocational and academic competence of students.

3. Describe the role of the Pennsylvania Department of Education and the Centers for Vocational Professional Personnel Development at IUP, Temple, and Penn State in relation to the materials from the Agency for Instructional Technology (AIT).

4. Explain the process and instructional design used by the Agency for Instructional Technology (AIT) to develop the Applied Communication materials.

OUTCOMES ACTIVITY GUIDE 1

1. Outcomes:

   A. Describe current education and economic concerns that demonstrate the need for Applied Communication.

   B. Describe the potential contribution of Applied Communication for improving both the vocational and academic competence of students.

2. Methods: Oral presentation and discussion

3. Resources and Materials Needed:

   A. Information Sheet:

      IS-1 The Need for Applied Communication
      IS-2 Curriculum Report

   B. Transparencies:

      T - 1 Work in the 1990's
      T - 2 3 R's of the 1990's
      T - 3 The Nature of the Basic Skills Problem
      T - 4 Define the Problem
      T - 5 Action Plan

   C. Videotape:

      An Overview of Applied Communication

4. Suggested Activities:

   A. Play the videotape, An Overview of Applied Communication and use Transparencies T-1 through 5 to: (1) introduce Applied Communications, (2) describe its potential for the improvement of student growth and (3) identify the student target population it is intended to benefit.

The Need for Applied Communication

As North America continues to experience unprecedented economic and industrial change, few workers can afford to prepare for a single life-long vocation. Today's technology-rich world rewards flexible workers, people with the skills that will help them adapt to workplace challenges.

Of these vital skills, many business leaders consider communication the most important for a student to attain. With good communication skills, workers are better able to interpret and influence their environment-to function as team members, share expertise, and take advantage of further training. But not all students are motivated by traditional communications courses.

At the same time, as noted by the National Commission on Secondary Vocational Education, many states have responded to recent criticisms of the secondary school by increasing the number of academic courses required for graduation. The Commission recommends that students who do not plan to go to college and who choose a vocational program "be allowed to satisfy some requirements for high school graduation-for example in the areas of mathematics, science, English, or social study-with selected courses in areas of vocational education that are comparable (to academic courses) in content and coverage and rigor."

Applied Communication was created by 43 state and provincial education agencies and the Agency for Instructional Technology (AIT) to teach the communication skills all students will need in the workplace of today and tomorrow.

nassp
CURRICULUM REPORT
Vol. 21 No. 3 February 1992 (ISSN 0547-4205)

Interweaving the Threads of Learning: Interdisciplinary Curriculum and Teaching

Helping students see connections across content areas requires flexibility and teamwork from teachers. Schools using this approach, however, report favorable results.

Interdisciplinary curriculum has several different meanings. The broad fields concept in the social studies or language arts attempts to build curriculum with related subject matter content. In some cases, those interrelationships are defined in terms of skills.

In the language arts, reading, spelling, and writing skills are taught as aspects of the larger study of language and literature. In the social studies, historical subjects such as the American Revolution are related to geographical and sociological factors.

By comparison, a more integrated curriculum connects two or more subjects that are not subsumed in the broad fields concept.

The fields of science and social studies may be combined to study a topic like water, for instance, as it pertains to the settlement and development of a geographic area and the issues of the hydrologic cycle, the geological factors affecting water collection in aquifers and reservoirs, and the technology of water reclamation and reuse.

More ambitious programs will add to that science-social studies connection statistical analyses of rainfall, population densities, and water usage needs of a community. Even more ambitious programs might explore the concept of water in poetry, water issues in several forms of literature, and the ways water is depicted through the visual and performing arts.

As several fields of study are woven through interdisciplinary topics, the curriculum becomes more clearly integrated. When the topic develops into a concept that has universal meaning and significance for each of the separate fields of study, the integrated curriculum becomes thematic.

The characteristics of theme studies clearly distinguish them from other forms of interdisciplinary curriculum:

1. They are broad, with many subtopics, and are dedicated to developing students' critical and creative thinking and ways of knowing that are significant for learning in all the traditional disciplines.
2. They represent the content and process of what students are expected to learn in school; they are not "add-ons" or "special events" in the curriculum.
3. During their development, they often are the most important study focus of students and teachers.
4. They incorporate many traditional subject areas in ways that maintain the integrity of each discipline.
5. Each is developed over an extended period of time through the study of many subtopics within the theme.
6. Inquiry is at the heart of each theme: studies are question-driven and students are involved in searching for their answers, often using primary sources.
7. The entire community becomes the learning laboratory for theme studies, providing diverse resources for exploring questions derived from the theme.
8. They offer learning opportunities for students at different developmental levels and with varying abilities.
9. They encourage differentiated and diversified learning activities and assignments.
10. The evaluation of student growth is ongoing and formative, and uses alternative methods of teacher assessment and learner self-assessment.

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While this concept of curriculum and teaching is not easy to superimpose on the existing school structure, it can be done in stages and to degrees that are comfortable for any school community.

The ways of thinking that advance knowledge in any field of study are the same as those that advance learning in each individual:

- Attending to details
- Thinking fluently and flexibly
- Formulating questions
- Simplifying questions and problems
- Searching for patterns
- Forming hunches and hypotheses
- Testing/experimenting
- Thinking visually
- Interpreting/analyzing
- Thinking intuitively
- Finding elegant solutions
- Using models and metaphors
- Taking risks
- Cooperating/collaborating
- Competing
- Persevering.

When students are encouraged to explore a topic in interdisciplinary ways, they see interactions among the fields of study. They also become aware of multidimensional ways of perceiving any person, place, object, or event.

AMERICA 2000: An Education Strategy (1991) is a crusade to redesign schooling and reconceptualize education. One strategy is to develop a nation of life-long learners.

Developing this "Nation of Students" is a particularly ambitious goal because it emphasizes a concept of curriculum and teaching in which "big" ideas rather than a collection of facts become the organizing themes for curriculum design and development. The education of life-long learners places highest priority on developing student thinking, especially the ability to press against the frontiers of their own knowledge.

Such studies, with questions formulated from the perspectives of several different fields of study, encourage students to think in similar ways about different subjects. Interdisciplinary studies guide students to use those common processes within and across the relevant subject areas, ensuring a more thorough study of thematic concepts and generalizations. Most important, they develop students' abilities to inquire.

Interdisciplinary education in middle level and secondary school requires an organization that encourages teachers to team up so they will view their students' capabilities and needs from the several perspectives of those who teach and guide them.

The curriculum invites students and teachers to investigate a theme by examining it from many different perspectives—those of the traditional disciplines of knowledge as well as through lenses of organizing ideas. This regular practice of inquiry develops the habits of mind needed for life-long, self-directed learning.

Practical Considerations

How can this vision be translated into practice? There are many ways to integrate the curriculum. Teachers and administrators grapple with common questions as they develop their own patterns.

1. Introducing integrated curriculum

There are many ways to introduce integrated curriculum. The situation, educational philosophy, personnel, and, above all, the student needs make its development in every school unique.

Many middle schools begin by restructuring one or more grade levels into interdisciplinary teams. Occasionally the integrated curriculum is introduced in a "school-within-a-school" setting.

Teams provide ways for students to know each other, for manageable block scheduling, and for teachers to have common planning periods. It is possible to begin with one team, one grade level, several volunteer teams across the grade levels, or to make a schoolwide commitment to integrated curriculum.

Support from the central office is essential. Every new program should develop from a sound philosophy and from shared commitment to it among teachers and administrators.

Staff development is crucial. Integrated curriculum often requires teachers to change their approach to teaching and learning. This change may be difficult and even painful. The principal plays a vital part in ensuring that time and support are available.

2. Incorporating subject areas

Theme studies can develop from questions that arise in any subject area and then lead naturally to inquiry in other areas. For example, a theme study drawn from a piece of literature may lead to scientific, historical, mathematical, and artistic inquiries across the subject areas.

Some theme studies emphasize exploration in two or three subject areas but, even in these more focused studies, it is difficult to exclude any area of the curriculum. Students learn to examine any significant question or generalization through the eyes of the artist, the social scientist, the mathematician, the musician, the scientist, or the writer.

The content and skills required by the curriculum or contained in the textbook must be appropriately covered. A regular review by all team teachers can identify common topics, concepts, and questions for study that, through careful sequencing, can be addressed in integrated theme studies. As teachers and students become more familiar with the thematic approach, they see natural connections that build a more coherent curriculum and develop skills in real-life situations.

It is not always necessary, or even desirable, that theme

studies across the whole curriculum comprise the entire course of study. Often, a school or team will begin with one major theme study per semester or even per year, and gradually increase the number.

3. Selecting topics and themes

When beginning to implement integrated curriculum, teachers tend to focus on topics rather than themes. Topics are fairly narrow and limited to a particular time, place, or phenomenon.

Themes, on the other hand, are more universal in nature, spanning space and time. For example, "electricity" is more limited in scope than "energy"; the American Revolution is less universal than revolution.

Themes can emerge from several sources: concepts and generalizations identified in curriculum guides or textbooks; a work of literature or a collection of works of literature on a common theme; primary sources, experiments and investigations; and meaningful problems encountered in science, social studies, mathematics, and the literary and fine arts.

Perhaps the most meaningful learning experiences for young people are theme studies that arise from their own interests.

In integrated theme studies, the textbook is used as one of many resources rather than the main source of information and direction. When beginning integrated theme studies, teachers often prefer all students to work on the same types of assignments. As teachers and students learn to investigate a common theme through different fields of study, small groups or individual students may select questions of particular interest to explore in depth, and their studies become more individualized.

4. Adapting teaching practices

Integrated curriculum studies focus on learning rather than teaching. The teacher becomes a facilitator and guide rather than a lecturer or deliverer of information.

When beginning integrated theme studies, teachers may have to take a directive role in selecting themes, framing questions, establishing routines, locating resources, and assigning projects. As teachers and students become more familiar with the approach, they become less directive and move toward being a co-investigator with the students.

Some teachers have been using integrated approaches to teaching for years without using that name. Others easily develop the concept in their practice when given an organizing framework. These teachers often become facilitators of integrated curriculum in their schools and districts.

Such a role is easier for some teachers than others. Teaching styles vary, and teachers have a great deal invested in their own particular strengths and styles. Staff development, careful selection of team members, continued support, and respect for teacher autonomy are essential.

5. Scheduling a theme study

Theme studies may be as short as a week or as long as a year. Initially, teachers may prefer to limit the study to a fairly short period. Teachers may implement one theme study during the first year, then expand to two themes the next year.

As the approach becomes more familiar, more extended theme studies can be implemented, and several concurrent studies may be in progress, each at a different stage of development. These studies may be linked to a broad overarching theme, or may reflect several different student interests.

6. Assessing student learning

New approaches to teaching and learning demand new ways of assessment. Traditional assignments and tests may not be appropriate to assess the types of content and process learning that occur in integrated theme studies. Assessment must be ongoing and should be based more on students' actual work than on summative tests.

Portfolio assessment allows students to become aware of and demonstrate their own growth over time. Comprehensive individual or group projects can replace tests for summative evaluation. Cooperative learning allows students to progress at different rates while still making important contributions to the work of the group. Peer assessment can be a valuable learning tool for the assessor and the assessed. Parent conferences are valuable in helping parents to understand different approaches to evaluation, and to keep informed about the progress of their children.

The principle of assessment in integrated curriculum studies is the same as in any learning situation: identify the desired learning (content and process) and then develop appropriate means of determining the extent to which that learning has taken place.

7. Involving parents and the community

Integrated curriculum provides ways for parents and community personnel to get more involved in student learning. The community becomes a learning laboratory when school studies are organized around questions that can be answered by consulting the community's primary sources.

Local businesses can become active participants in education by providing monetary support for a field trip, allowing students to visit them, and sending visiting experts to school classrooms.

Parents can serve as important resources in areas varying from oral history to career exploration to hobbies and special interests.

The major key to success is information and involvement. The parents and the community need to know about changes in curriculum and in methods of teaching and learning, and their support and participation are criti-

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program is student-centered, includes many opportunities for interdisciplinary collaboration, allows for varied grouping and scheduling, assists in meeting the needs of "at-risk" students, and offers an exploratory approach in "special" subject areas.

Teachers of grades 7 and 8 collaborate as interdisciplinary teams to design, implement, and evaluate thematic studies. Each academic team is expected to meet daily. Generally, teams rotate responsibilities for chairing, recording, and scheduling. The school principal helps evaluate the needs of each team, helps optimize their special qualities, and provides guidance to make them more effective.

Teams generally develop at least two to three thematic units per year, selected from the general curriculum. Algonquin teaching teams are currently exploring the concept of threading skills and thinking processes through the various curriculum areas. For instance, a "thread" on "cause-effect" or "analysis" might be the focus of work in all subject areas from several weeks to a full quarter.

SCHOOL DISTRICT 4J, EUGENE PUBLIC SCHOOLS

200 North Monroe St., Eugene, Oreg. 97402
Contacts: Betty Jean Shoemaker, K-8 curriculum coordinator; William Kentta, K-8 curriculum coordinator; Kay Mehas, 9-12 curriculum coordinator; Jerry Colonna, director of secondary education.
(503) 687-3123

In 1989, a task force of teachers, administrators, parents, and business people developed the Education 2000 Integrated Curriculum that is currently being implemented in Eugene's 34 elementary programs. It is a concepts-based thematic model of integration with six major conceptual themes (Communities, Change, Power, Interactions, Form and Systems) and 68 related concepts. Each of the themes is explored through different lenses of curriculum strands that include: The Individual, Human Societies, and The Earth and The Universe. In addition, the curriculum emphasizes strategic processes, authentic assessment, and is framed through the use of questions.

Middle schools are building on the elementary model, while secondary schools are exploring divisional rather than departmental structures to offer several concept-based interdisciplinary courses for students.

Each Eugene school program develops its own approaches to curriculum integration in ways that encourage site-based decision making. Programs are designed to reflect the unique image and character of its neighborhood.

In Eugene, change is a process, not just a product. Successful implementation of integrative education requires attitudinal and procedural change as much as substantive changes in content.

OAKLEA MIDDLE SCHOOL

1515 Rose St., Junction City, Oreg. 97448
Contacts: Lowell Pearce, principal, Jim Wasson, vice principal; and Wally Cassel, science curriculum representative
(503) 998-3381

Oaklea Middle School has a media center at its hub from which classroom clusters called *rivers* radiate. Each river is a school-within-a-school for multiage groups of students in grades 5-8. Interdisciplinary teaching teams within each river develop integrated curricula.

All teams within each river have common planning periods and hold regular meetings after school. Each river sends curriculum and scheduling representatives to meetings of the four schools.

Students are assigned to a river first by parent choice, and then, according to recommendations from their elementary teachers. Attempts are made to balance each river with students who have different levels of achievement and differing needs. Students in each river stay with their homeroom teacher for four years.

Oaklea's teachers teach three–six subjects per day. All curriculum is proposed by teachers, individuals, and groups. The faculty seeks to implement the best research-based practices and because of the organization for effective decision making and communication, is able to do so with ease and speed.

The school, recognized in Oregon and nationwide as a model school, recently obtained federal funds to enhance its work with "at-risk" students and to develop the interdisciplinary concept. Monitoring, assessment alternatives, and integrated curriculum are the focus of Oaklea's new efforts.

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

1811 S. Laredo St., San Antonio, Tex. 78207
Contacts: Caroyl Green, director of secondary curriculum (512) 227-2591; Edward Tobia, director of elementary curriculum (512) 227-4096; and Amy Jo Baker, secondary social studies supervisor
(512) 227-2591

San Antonio Independent School District prepares its elementary and middle school teachers to design integrated thematic units. Sixteen elementary facilitators were trained in spring 1991 to develop curriculum for implementation in the summer 1991 program for Chapter 1 students. Each facilitator was responsible for training 15 colleagues in the development of an integrated unit and assisting them with the implementation of that unit.

Three teachers per grade level developed and implemented thematic studies at 16 summer school sites.

The middle school program was also developed for Chapter 1 summer school academies. Middle school teachers who enrolled in a graduate course at the Uni-

WORK IN THE 1990'S

CHARACTERIZED BY:

* INCREASED COMPLEXITY
* RAPID CHANGE
* COMPUTERIZATION

3 R'S OF THE 1990'S

* REUSING DATA

* RELATING TO PEOPLE

* RENAMING KNOWLEDGE

  - learning where and how to find the answers

THE NATURE OF THE BASIC SKILLS PROBLEM

Each school will see the problem somewhat differently.

External forces

- state requirements
- funding

Internal problems

- class size
- teacher assignments
- materials available

DEFINE THE PROBLEM

Needs for graduation:

Needs for work:

Needs for life:

ACTION PLAN

Currently I'm using:

Objectives:

Steps that need to be taken:

Implementation Strategy:

Applied Communications

Integration

Stand Alone

OUTCOMES ACTIVITY GUIDE 2

1. Outcomes:

   A. Describe the role of the Pennsylvania Department of Education and the Centers for Vocational Professional Personnel Development at IUP, Temple, and Penn State in relation to the materials from the Agency for Instructional Technology (AIT).

   B. Explain the process and instructional design used by the Agency for Instructional Technology to develop the Applied Communication materials.

2. Methods: Oral presentation and discussion

3. Resources and Materials Needed:

   A. Information Sheet:

      IS-3 The Role of PDE and University Centers for Vocational Professional Development

      IS-4 Applied Communication Fact Sheet

      IS-5 The Development of Applied Communication
      IS-6 Materials Needed to Teach Applied Communication
      IS-7 Teaching/Learning Plan

   B. Transparencies:

      T - 6 Assumptions
      T - 7 General Characteristics

4. Suggested Activities:

   A. Using Information Sheet IS-3, describe the role of PDE and the University Centers for Vocational Education Professional Personnel Development to the Principles of Technology materials.

   B. Using Information Sheets IS-4 - IS-7 and Transparencies T-6 and T-7, provide an orientation to the format and structure of the Applied Communication materials.

   C. Distribute copies of Applied Communication Student Workbooks, Student Resources Book and Teachers Guide and provide a guided review of component parts of each.

THE ROLE OF PDE AND UNIVERSITY CENTERS FOR VOCATIONAL PROFESSIONAL DEVELOPMENT

Educational leaders at the Bureau of Vocational and Adult Education at Pennsylvania's Department of Education (PDE) believe that it is imperative for teachers to forge a link between academic and vocational program content, and prepare a rigorous, challenging, and coherent program of studies for students. A program such as this is aimed at preparing youth for success in high school and beyond the high school level in post-secondary school, in the future job market, and for life skills which contribute to the young person's success as members of American society.

Educational leaders in Pennsylvania accomplished this goal by adding Pennsylvania to the consortium of states active in promoting Applied Academics, and by facilitating collaborative planning between educational institutions at the secondary and post-secondary levels. In 1991, the Centers for Vocational Professional Development in three universities in Pennsylvania were chosen to lead the Commonwealth's educators in providing teacher workshops in Applied Academics such as Applied Mathematics, Applied Communications, Applied Biology and Chemistry, and Principles of Technology. The three universities were Indiana University of Pennsylvania, Temple University and The Pennsylvania State University.

Vocational Educators at these schools accepted the challenge and since 1991, have been working hard to help PDE realize its goals. University faculty from the Centers for Vocational Professional Development serve as facilitators for local educational agencies which request assistance in fulfilling the following objectives:

1. Promote collaboration between high school administrators, directors of vocational-technical schools, and education specialists such as math teachers, curriculum coordinators, guidance personnel and other personnel at Intermediate Units. Applied academic program materials have been placed in intermediate units and can be duplicated upon request from members of local educational agencies.

2. Promote opportunities for teachers of academic and vocational courses to work together plan and deliver instruction in applied academics. Planning sessions include information on learning styles, teaching strategies and cooperative curriculum development.

3. Provide courses and workshops that promote teaching methods which focus on problem-solving, critical thinking, and decision-making skills for learners.

4. Provide a forum for curriculum updating--especially in technological courses that include rigorous academic components.

5. Refine the academic competence of new instructors who are entering the vocational teaching profession without the benefit of a college degree.

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6. Provide training seminars that show teachers of vocational and academic courses how to use "real-world" problems in their classroom presentations.

Educators who need assistance in reaching these objectives may request help by contacting the following agencies:

Director of Applied Academics Programs
Bureau of Vocational and Adult Education
Pennsylvania Department of Education
333 Market Street, 6th floor
Harrisburg, Pennsylvania
17126-0333
(717) 783-6592

Coordinator, Applied Academics Programs
Center for Vocational Professional Development
Reschini House
Indiana University of Pennsylvania
Indiana, Pennsylvania
15705
(412) 357-4434

Coordinator, Applied Academics Programs
Department of Vocational Industrial Education
Rackley Building
The Pennsylvania State University
University Park, Pennsylvania
16802
(814) 863-2596

Coordinator, Applied Academics Programs
Temple University
Department of Curriculum, Instruction, and Technology in Education
Vocational Education Programs
Ritter Hall 338-A
Philadelphia, Pennsylvania
19122
(215) 204-3263

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Applied Communication Fact Sheet

Scope and Cost

Applied Communication consists of 15 instructional modules, each with an Instructor's Guide, Student Worktext, and two 10-minute video programs, for high school students and adult learners. It was developed at a cost of $1,561,907.

Purpose

Applied Communication was designed by educational agencies to help students develop and refine job-related communication skills: reading, writing, listening, speaking, problem-solving, visual, and nonverbal skills. To achieve this goal, students work through activities that require a realistic combination of communication skills, and applications in the occupational areas of agriculture, business/marketing, health occupations, home economics and technical/trade/industry.

Course credit can be a local or state determination. Some schools plan to teach **Applied Communication** as a free-standing year-long course of 150-40 to 55-minute class periods. Others plan to integrate **Applied Communication** - selected modules or all 15-into the regular communication/language arts/English curriculum. The kind and amount of credit to be granted may be determined by examining the course materials, teaching plan, and instructional objectives for the 15 modules. Other guidance about credits may be obtained through the Pennsylvania Department of Education.

For Further Information

Contact your participating agency or call the information Specialist at the Agency for Instructional Technology at (800) 457-4509 or (812) 339-2203. Project staff will be glad to help with materials, ideas, or other information.

The Development of Applied Communication

The **Applied Communication** project began in 1985-86 when, after cooperating with a consortium of state and provincial education agencies and the Center for Occupational Research and Development to produce **Principles of Technology**, AIT perceived the need for a course in applied communication.

In April 1986, discussions with state and provincial directors of vocational education and their representatives confirmed that additional curriculum and materials in applied communication were high priorities. A prospectus for **Applied Communication** was issued in June 1986, and initial development began six months later.

State and provincial education agencies provided $1,561,907 for the creation of **Applied Communication**, and their representatives approved its instructional design.

Print materials and video scripts prepared by AIT were reviewed by an independent team of language arts and workplace specialists. Materials were also reviewed by participating consortium agencies, content specialists, teachers, and other specialists in occupational areas served by vocational education.

Prints and videos were field-tested with 1,500 students in vocational and comprehensive high schools across North America. Participating teachers included specialists in communication/language arts/English and agriculture, business/marketing, health occupations, home economics, and technical/trade/industrial areas.

Development and Use of Applied Communication

Curriculum formulation	November 1986-March 1987
Pilot testing	September 1987
Meetings of participating agencies	October 1987 and April 1988
Field testing	March 1988
Initial availability of first eight modules	September 1988
Test implementation	January 1989-91
Full implementation	September 1991-92

Materials Needed to Teach Applied Communication

Pennsylvania is a member of the **Applied Communication** consortium. You already have the right to use and freely duplicate all **Applied Communication** print and video materials. You may also purchase copies of the materials from AIT at preferred prices rather than duplicate them from your participating agency's masters.

Teachers will need an Instructor's Resource Kit for each of the 15 ten-lesson modules to be taught. In addition, schools may wish each student to have his or her own Worktext for each module.

The Instructor's Resource Kit contains (1) an Instructor's Guide with transparency and student activity masters, (2) one student Worktext, and (3) videotape. Each Instructor's Guide includes detailed lesson plans, a chart of student competencies covered in the module, and an annotated resource list of related materials-print, film, video, and/or software.

The student Worktext for each module supplies the material for student activities-individual task sheets with lists of goals and objectives, background information, observation checklists, self-evaluation forms, worksheets, schedules, letters, and charts.

The videocassette for each module includes two ten-minute video programs. Video A in Lesson 1 introduces the module; Video B in Lesson 7 reviews the content of Lessons 2-6. These programs, shot on location in a variety of work settings, bring the workplace into the classroom and show students the importance of communication skills on the job. They reinforce concepts and serve as springboards for occupation-specific activities in Lessons 8-10.

In addition to the instructional materials, an **Applied Communication** implementation kit is available. Those purchasing a full set of 15 instructional modules from AIT will receive the implementation kit at no charge.

Teaching/Learning Plan

The learning materials are divided into 15 instructional modules and include a total of 150 lessons. The modules can be used singly-in any order-to broaden existing communication/language arts/English or vocational/technical courses. Or all 15 modules can be used as the basis for a year-long course.

Each instructional module includes a series of ten 40- to 55-minute lessons incorporating a variety of learning activities and experiences. Lessons 1 through 7 of each module provide instruction and practice in communication skills as they are generally used in the workplace. Lessons 8 through 10 feature activities designed to develop and refine communication skills in five major occupational areas; agriculture business/marketing, health occupations, home economics, and technical/trade/industrial.

Every module features two video programs-Video A to introduce the module and Video B to review its content-each about ten minutes long. Shot on location in a variety of work settings, the video programs reinforce concepts, bringing the workplace into the classroom and showing students the importance of communication skills on the job.

The student Worktext for each module supplies the material for student activities-individual task sheets with lists of goals and objectives, background information, observation checklists, self-evaluation forms, worksheets, schedules, letters, and charts.

ASSUMPTIONS

1. PEOPLE LEARN MOST EFFECTIVELY WHEN PRESENTED WITH SITUATIONS WITH WHICH THEY ARE FAMILIAR.

2. COMMUNICATION SKILLS ARE INTERRELATED AND INCLUDE A COMBINATION OF ORAL, WRITTEN, AND NON-VERBAL COMPONENTS.

3. SKILLS THAT ARE LEARNED IN SITUATIONS SIMILAR TO WHERE THEY WILL BE APPLIED WILL BE THE MOST MEANINGFUL.

GENERAL CHARACTERISTICS

1. PROVIDE A SET OF COMPREHENSIVE, COMPETENCY-BASED COMMUNICATION MODULES.

2. PROVIDE REALISTIC, PROBLEM-SOLVING SITUATIONS TO:

   * MOTIVATE STUDENTS
   * BUILD STUDENTS SELF-CONFIDENCE
   * FOSTER SUCCESS-ORIENTED ATTITUDES

3. PROVIDE OCCUPATION SPECIFIC ACTIVITIES:

   * AGRICULTURE
   * BUSINESS/MARKETING
   * HEALTH OCCUPATIONS
   * HOME ECONOMICS
   * TECHNOLOGIES

4. COMPLETE COURSE/INTEGRATED INTO EXISTING COURSE(S)

PART TWO - IMPLEMENTATION

After participating in a workshop on Applied Communication, the teacher will be able to:

1. Demonstrate the ability to use appropriate instructional materials in selected activities.

2. Demonstrate (in a small-group activity) short, practice teaching exercises.

3. Describe "stand-alone" and "team" instructional methods for delivering Applied Communication.

4. Demonstrate the ability to use the Applied Communication Module Analysis.

Outcome Activity Guide 3

1. Outcome:

   A. Demonstrate the ability to use appropriate instructional materials in selected activities.

2. Method:

   A. Team and small group activities

3. Resources and material needs:

   A. Applied Communication Teachers Guides, Videos and Student Workbooks for Modules 2-4-6.

4. Suggested Activities

   A. Identify expectations and communication skills by administering Module 4, Lesson 1.

   B. Identify information skills related to written sources by administering Module 2, Lesson 3.

   C. Identify and describe the group's concept and process in the workplace by administering Module 6, Lesson 1.

   D. Identify and describe the group's participation skills by administering Module 6, Lesson 7.

   E. View videos from Module 4, Lesson 1 - Video 4A and Module 2, Lesson 3 - Video 2A.

   F. Assign participants to discuss and review the video.

MODULE 4

Lesson 1

Starting a New Job: An Introduction

INFORMATION SHEET

1

Goal

To present experiences, expectations, and information related to starting a new job.

Objectives

Students will

- be aware of and be able to discuss feelings and experiences people encounter when starting a new job
- identify expectations employers have of new employees
- describe the communication skills that are important when starting a new job

Materials

Lesson Part	Instructor's Guide	Worktext	Video
Introduction	pp. 2–3	p. 1	
Example	p. 3	p. 2	4A
Application	pp. 3–4	p. 3	
Follow-up	pp. 4–5 Student Activity Master, p. 49	pp. 3–4	

Equipment

- VCR
- Television monitor

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Lesson Plan

In this lesson, students discuss their own and other people's experiences of starting a new job. They also learn about what employers expect of a new employee. ***Video 4A, Starting a New Job: An Introduction,*** *presents a series of interviews with actual workers and supervisors on the job. After the video program, the class discusses the content of the interviews. The lesson includes a* ***Follow-up*** *activity in which students learn how to interpret a paycheck stub.*

Introduction	**Notes**
	The Resources list located on pages 65-71 of this guide includes a Literature section that contains several excellent readings related to "Starting a New Job." Many of the readings are true, historical, or contemporary accounts. The readings are also quite diversified and should appeal to both male and female experiences of starting a new job. As a supplement to this lesson, you might want to assign students an overnight reading. Or, consider assigning a longer reading as a supplement to the entire module.
☐ Ask students to share their thoughts, feelings, and experiences of starting a new job. Ask questions such as How many of you have had part-time or summer jobs? What kind of work was it? How did you feel when you first started your job?	***(Possible answers)*** • *There was a lot of information to remember.* • *I felt anxious; shy.* • *I wanted to do a good job.* • *I was excited; pleased.* • *I was happy to be making money.* • *I had less free time; more responsibility.*
Why do you think you had (or didn't have) a positive experience?	• *I knew some of the people.* • *I had been trained prior to starting the job.* • *I knew what was expected of me.*

- *I didn't know anyone.*
- *I didn't know how to do the job.*
- *I didn't know what was expected of me.*
- *I thought it would be different.*

☐ Summarize by saying that there are things people can do to help ensure that they get off to a good start in a new job. One of the things they can do is become aware of employee and employer expectations.

Example	**Notes**
☐ Ask students to read the **Example** section on page 2 of the *Worktext*.	*The end of the reading assignment is indicated by a square* (■).
☐ Introduce **Video 4A, Starting a New Job: An Introduction**. The program consists of a series of interviews with employees and employers. They answer such questions as "What was it like when you started this job?" "What do you look for in a new employee?"	
☐ Ask students to do the following while they watch the video program. • See if they have had feelings similar to those expressed by the people in the program. • Notice what employers expect of new employees. • Notice the types of communication skills the people in the program mention as being important when starting a new job.	
☐ Show **Video 4A**.	

Application	**Notes**
☐ As a class, discuss **Video 4A**. Is there anyone in the program whose feelings are similar to your own? Who? Why?	

What do employer(s) expect of a new employee?

(Possible answers)

- *Have a good attitude*
- *Be dependable*
- *Do the job well*
- *Follow rules*

What kinds of communication skills were mentioned as being important when starting a new job?

- *Listen attentively*
- *Ask questions*
- *Read carefully*

☐ Summarize the discussion by explaining that students may have to make some compromises/adjustments as they start a new job. But they can have more control over a new job situation and increase their chances of a positive experience as they develop the skills taught in this module.

Follow-up

Notes

☐ If an additional, alternative, homework, or assessment activity is needed, assign the **Follow-up** section on pages 3–4 of the *Worktext* (**Student Activity Master**, page 49). It includes a sample paycheck stub.

☐ Explain that new employees are often disappointed by the amount of their first paycheck. Learning about the various deductions that appear on a paycheck stub is one way to help students prepare for a new job.

☐ Point out the method of payment for the sample paycheck. Refer students to the column that reads "Earnings." Briefly mention that this paycheck is based on salary earnings.

Ask students what other methods of calculation they are familiar with.

(Possible answers)

- *hourly wage*
- *piecework*
- *commission*

☐ Point out the gross amount ($426.61) and net amount ($270.01) of earnings on the paycheck stub. These amounts are found on the bottom of the paycheck in small boxes.

Ask students if they know the difference between the two amounts.

(Possible answers)

- *The **gross amount**, sometimes referred to as "current" amount, is the total, overall amount of earnings **before** deductions are made.*
- *The **net amount** is the earnings that remain **after** deductions are made.*

Make sure students understand the difference between the two amounts.

☐ Point out and explain the kinds of deductions that are taken from a paycheck.

Tell students that the amount of federal, state, and local tax deductions varies according to the number of dependents that are claimed on a W-4 form (in the U.S.) and the size of the employee's income.

If necessary, briefly explain how these tax monies are spent.

FICA (social security) is a U.S. government program established for the economic and social welfare of an individual.

Federal income tax (withholding) is distributed among a number of national programs such as defense, health and welfare, transportation, and education and training.

State income tax is deducted in order to pay for schools, health and welfare services, road and highway building and maintenance, etc. (Not all states deduct this tax.)

County income tax is deducted in order to provide public goods and services similar to those at the state level. (Not all counties deduct this tax.)

Credit union is a financial institution whose members belong to an organization such as a school system, company, or university. This deduction is optional.

Ask students what other kinds of deductions might be taken from a paycheck.

(Possible answers)

- *unemployment insurance*
- *health and dental plans*
- *union dues or association fees*
- *contributions such as United Way, etc.*

MODULE 2
Lesson 3
Written Information Sources: An Overview

Goal

To introduce students to strategies for locating written information in the workplace.

Objectives

Students will be able to

- identify information needs related to written sources
- locate relevant sources of written information
- apply effective reading, notetaking, and evaluation strategies for gathering information from written sources

Materials

Lesson Part	Instructor's Guide	Worktext
Introduction	p. 12	pp. 15–19
Example	pp. 12–13	pp. 19–20
Application	pp. 13–14 Student Activity Master, p. 92	pp. 21–22
Follow-up	p. 14 Student Activity Master, p. 93	p. 22

Equipment

- Overhead projector or chalkboard

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MODULE 2
Lesson 3
Written Information Sources

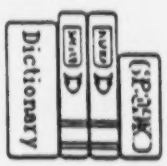
Introduction

Written information sources take many forms and are widely used in the workplace. Written information may be in the form of books, manuals, catalogs, journals, company newsletters, memos, letters, or policy sheets. Whether you are an auto mechanic consulting a parts manual or a hair designer consulting a supply catalog, written information plays an important role in locating information in the workplace.

In the four parts of this lesson you will

- learn how to recognize your information needs, locate written sources, and use effective strategies for locating information from written sources (**Introduction**)
- learn how to use skimming, scanning, and notetaking techniques (**Example**)
- practice skimming, scanning, and notetaking techniques (**Application**)
- practice looking for information on your own (**Follow-up**)

Generally, written information is in the form of printed materials such as books and catalogs. Written sources allow you to locate large amounts of information, locate detailed information, compare information, and review old and new information. Written sources also allow you to work at your own pace so you can organize, interpret and integrate the information more effectively. Most important, written sources allow you to record information by taking notes and perhaps by copying pages straight from the source (if copyrights permit).



To locate and use written information sources effectively, follow these three steps.

1. **Know** what type of information you need. (Does it have to do with personnel, method, equipment, or materials?)
2. **Locate** valid and available information sources.
3. **Apply** effective reading, notetaking, and evaluation strategies.

Know the Type of Information

The information you need can often be identified by its type. If you know the subject matter for which you are gathering information, you will find it much easier to locate a source of that information. For example, information about

- **Personnel** may be found in company files or work records
- **Method** may be found in instructional or "how to" manuals
- **Equipment** might be located in product, supply, or repair catalogs
- **Materials** will be located in manufacturer or distributor catalogs

Locate Available and Reliable Information Sources

It should be easier to locate sources of the information you need after you have determined its category (personnel, method, equipment, materials). If your information needs are very specific, the source you locate should provide facts, descriptions, or instructions. Specific sources of written information often contain information that deals with problems, products, or processes. But while specific sources usually lead to information that will directly answer your questions, there may be times when you will have to extract specific information from more general sources.

General sources of information will often be available in the workplace—in newsletters, memos, or commercial product catalogs, for example. You may want to use general sources to compare and contrast information, or to evaluate a product or service. Not all the information you find in a general source will be relevant to your needs.

Once you have located a source of print information, make sure the source is reliable. A reliable source is one that is written by knowledgeable persons within a specific field. Review the information for accuracy of subject matter and make sure the information is up-to-date and corresponds to your needs. Don't use outdated information unless you want to compare it with new information for a particular purpose. For example, if you were a nurse checking a patient's medical history, you might want to look at the patient's old medical records and compare them with the current ones.

Apply Effective Reading, Notetaking, and Evaluation Strategies

Once you know the subject matter and have located an available and reliable information source (or sources), you are ready to **read**, **record**, and **evaluate** the information.

Reading: skim and scan the content.

Use skimming and scanning to save time that would otherwise be wasted looking through many pages of a catalog, newsletters, or memos.

- **Skimming**: When you **skim** for information you look for **general** information first. You identify general topics of information that can then be broken down into more specific information.
- **Scanning**: When you **scan**, you look for and identify **specific** information within a general area of related subject matter information. You locate the relevant and particular information you need.

Skimming and scanning can be used for locating information in most written information sources. Skim the table of contents in a publication to determine general information categories or titles and their locations. Also, in a journal article for example, you can skim over general headings and subheadings (usually printed in **bold** type) to see if they contain words or phrases that relate to your information needs. If the article contains no headings or subheadings, then simply skim over the first two or three sentences from randomly selected paragraphs in the article.

Once you have located a general area of potentially useful information, you can narrow down your search to a page or paragraph of information. Scan the information for relevant details, facts, or other important information that appears to meet your needs. If in quickly scanning over information on a page or in a paragraph you feel the information is relevant, read it again (more slowly) for details. If the information is not very extensive, you may be able to memorize it. However if it is complex or contains many facts, technical terms, or difficult ideas, you will want take notes.

Notetaking: Recording Information

Unless the information you are gathering from a written source is relatively simple (one or two words or sentences), you will probably need to take notes. The amount of notetaking you do depends on the type and quantity of the information you need.

High content information contains technical terminology or instructions and may require much notetaking.

Low content information is simple or limited and may require only a list of important facts or ideas.

Whether you are locating high or low content information, keep the following points in mind when taking notes:

- **Write neatly**. You will have to refer back to your notes at a later time.
- **Be selective**. Pick out what you think are the key terms or points and write them in your own words.
- **Write down headings**. Headings provide clues to the main points in a written source. Write down important headings and list any supporting points.
- **Read introductions and summaries**. Introductions and summaries provide a lot of information in a relatively small space. Introductions tell you what the information is about. Summaries recap the main points that were presented.
- **Group or list**. Group or list all related points together. Often a list will help you make a mental connection when you review your notes at a later time.

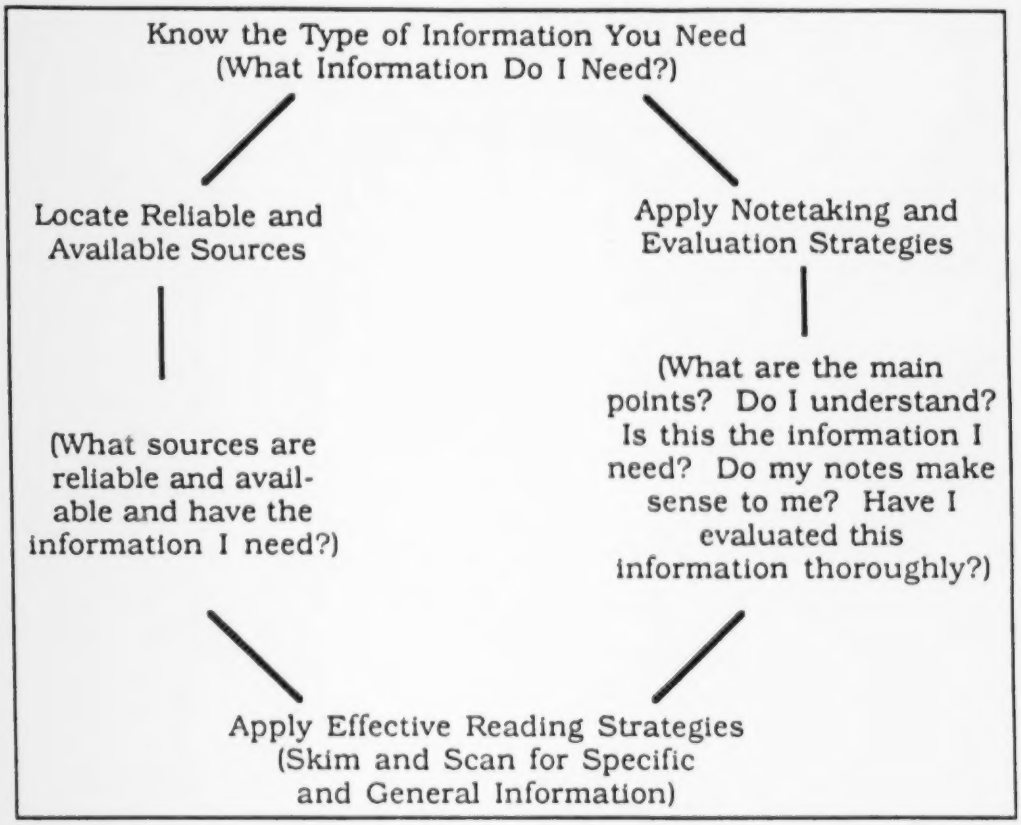
Reviewing and Evaluating Information

You should always review your notes and make sure that you have located the information you need and that it makes sense to you. One way you can check your notes is to compare them with the introduction or summary in a written source to see if you have captured the main ideas. It is important that you review and evaluate your notes as soon as possible after writing them to make sure you understand all of the information you have recorded.

If you don't understand your notes, go back to the source and clarify any confusing information.

Finding and using written information sources is easier if you know the type of information you need, locate available and reliable sources, and apply effective reading, notetaking, and evaluation strategies.

Summary: Locating Information from a Written Source


Know the Type of Information You Need
(What Information Do I Need?)
Locate Reliable and Available Sources
(What sources are reliable and available and have the information I need?)
Apply Notetaking and Evaluation Strategies
(What are the main points? Do I understand? Is this the information I need? Do my notes make sense to me? Have I evaluated this information thoroughly?)
Apply Effective Reading Strategies
(Skim and Scan for Specific and General Information)

Example

Read the following example of how someone locates information from a written source.

> **Jo Ann is the store manager at Green Acres, a lawn-care store. She has been asked to evaluate a new riding mower for the store. She must identify the model name, price, and manufacturer of the lawn mower, and list its advantages and disadvantages. In a summary paragraph, Jo Ann must recommend whether or not the store should carry the mower.**

First, Jo Ann makes a list of the information she needs.

- Model name
- Price
- Manufacturer
- Advantages
- Disadvantages (such as technical requirements, difficulty of use)

Next, she locates a review of the mower in a major lawn-care magazine. She also locates an advertisement for the mower.

Jo Ann skims the information sources for general information about categories. Then, she scans for more specific information about the mower's most important features, price, and any technical information. Now she can identify the main advantages and disadvantages of the mower, look for supporting information, and take notes.

Product Review of the LZ-12 Mower

As a professional landscaper I have spent many hours riding mowers. I have found the LZ-12 to be comfortable and quiet, and it features easy-to-control steering and a reliable braking system. The tractor operates on diesel fuel. The LZ-12 is easy to maneuver in small areas. The LZ-12 engine is fairly complex; although the engine requires less servicing than most other brands, it would probably need to be serviced by a professional mechanic. This model has no bagger and tends to stall easily on steep hills. However, if your yard is flat and open, and you want a relaxing mower ride on a Saturday afternoon, this is the mower for you! The reasonably priced LZ-12 is available from Green Acres, Pleasantville, New York, 15031. *(Written by Mike Jones of Landscapes, a professional landscape service, Lexington, Kentucky.)*

Advertisement for the LZ-12 Mower

The Green Acres company has done it again with their new LZ-12 diesel-fueled riding mower. Available in either blue, red, or orange, the LZ-12 is a sleek and well-crafted machine guaranteed to give you a smooth ride. Special steering capabilities let this machine move in and out of small spaces as easily as large ones. Well worth its price of $1,750, the all-new LZ-12 is available now at Green Acres, Pleasantville, New York, 15031.

Finally Jo Ann reviews her notes for accuracy and clarity. She makes sure that the notes meet her needs and that she understands the information.

Application

Imagine you are a mechanic at "Pete's Parts and Service." Pete has told you that he is considering introducing a new service: the installation of "third eye" brake lights, such as those that are factory installed on newer cars. But first, he wants to weigh the benefits of installing these lights and their cost effectiveness. He has asked you to find information on "third eye" brake lights and to report back to him with your findings.

Read the following sample from a newspaper article on installing "third eye" brake lights on cars. Use the strategies outlined in the **Introduction** and **Example** sections to

- **Skim** the article for the general or main ideas.
- **Scan** for supporting points and important details.
- **Record** the main and supporting information in a notebook.
- **Review and evaluate** your notes.

'Third Eye' Brake Lights Now Mandatory

From September 1, 1985, all passenger vehicles manufactured in the U.S. must be equipped with a single, centered, permanently mounted rear brake light. This extra brake light, known as the "third eye," will be used in addition to the standard two rear side brake lights in a car's taillight system.

A number of surveys have been conducted on the use of "third eye" brake lights since 1986. They show that installation of such a light reduces the incidence of rear-end collisions by over 50%.

Low Installation Cost

Most major car parts manufacturers sell the "third eye" brake lights in kit form for older model cars. Kits range in price from around $20 to $30. Installation costs are about $30 at most garages.

Installation is Easy

All that is needed to install a "third eye" brake light is a drill, pliers, screwdriver, and a test light. Most kits come with easy-to-read instructions, which should be read carefully before installation.

Regulations

Installation of "third eye" brake lights must meet certain standards. They can be installed inside the vehicle, so that the light shows through the rear window, or they can be fixed onto the body of the vehicle between the rear window and the trunk. "Third eye" brake lights must not produce more than 25 candlepower of illumination and should be no less than 4.5 square inches (11.43 cm^2). In addition, lights mounted on the outside of the vehicle must meet dust, moisture, and corrosion-resistance requirements.

Mounting the Light

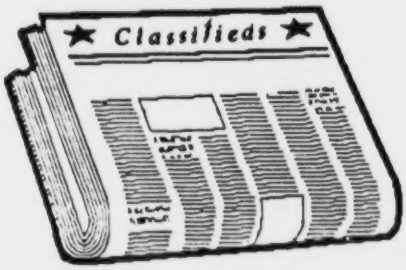
The procedure for mounting the "third eye" brake light is not the same for all vehicles. It is more complicated for hatchbacks and station wagons than it is for sedans. The brake light can be mounted on the exterior of sedans, between the rear window and the trunk lid. Interior mounting for hatchbacks is more difficult. Fixing the light inside of the window requires a bracket to raise the light far enough from the base of the window so that it can be seen easily from behind.

After you have taken notes about the pros and cons of installing a third eye brake light, and you have reviewed your notes, answer the following question.

Does installation of "third eye" brake lights on older model cars seem to be an appropriate service to introduce at "Pete's Parts and Service?"

Follow-up

One source of written information that is often overlooked is the classified advertising section of the local newspaper.



Newspaper classified ads organize information in a way similar to the telephone book yellow pages. Broad subject areas are listed (though not always in alphabetical order) under which individual entries appear according to the relevant category heading.

Using the local classified ads or yellow pages, skim and scan for advertisements or column entries related to any of the types of information listed in the **Introduction**: Personnel, Method, Equipment, and Materials. List one example of an ad for each area with the heading it is under in the classified section (or yellow pages). . Next, indicate whether the information is general or specific, high or low content by placing checks in the appropriate column.

Use the table below (or a copy of it) as a guideline if you wish.

Type of Information	Heading	General Information	Specific Information	High Content	Low Content
Personnel					
Method					
Equipment					
Materials					

Lesson Plan

*During this lesson, students will learn and practice steps for effectively locating and using information from written sources (**Introduction**). The instructor demonstrates how a worker uses a three-step approach in the **Example** section. Then the students practice the strategies for locating information to make a decision (**Application**).*

Introduction	**Notes**
☐ Discuss samples of written information sources and kinds of information contained in the video program. Ask	*(Possible answers)*
What kinds of written sources were used in **Video 2A**?	*Answers will vary depending on video, but may include indexes, trade journals, manufacturer's catalogs, standards manuals, instruction manuals, policy sheets, company newsletters, memos, phone messages.*
What kind of information was gathered from these sources?	*Answers will vary, but may include: detailed processes and instructions, product information, vendor names, sales information, etc.*
What are the advantages of written information over oral information?	*Reasons may include: locate large amounts of information, locate more detailed information, compare information, review new and old product information, organize, interpret, and integrate information quickly.*
☐ Ask students to read the **Introduction** section on pages 15–19 of the *Worktext*. It includes guidelines for identifying information needs, how to locate written sources, and the steps for reading, notetaking, and evaluating information.	*The end of the reading assignment is indicated by a square (■).*

Example	**Notes**
☐ Demonstrate the steps in reading, recording, and evaluating from written information sources by going over the situation presented in the **Example** section on pages 19–20 of the *Worktext*. This shows how a store manager in a lawn-care store reads, records, and reviews information about a particular brand of riding mower by comparing information from two written sources.	

Using the chalkboard or an overhead projector, indicate the steps Jo Ann followed in her search for information.

(Possible answers)

What information does Jo Ann need?

Model name, price, manufacturer advantages and disadvantages

What category of information does Jo Ann need?

Equipment

Which of the two sources of written information do you think was most reliable? Why?

Mike Jones' article, because he's a professional landscaper

What general information could Jo Ann get from skimming the written sources?

Name of mower, price, manufacturer

What additional information could she get after scanning the sources?

Answers will vary, but may include: advantages—smooth ride, comfortable, quiet, easy to manipulate; disadvantages—complex engine, needs professional service, no bagger, tends to stall on steep hills.

3

Application

Notes

☐ Ask the students to read the **Application** section of the *Worktext* on pages 21–22. In this activity the students work in small groups or independently to gather information from a written source to make a decision. Review the following strategies with students.

Skim the article, "'Third Eye' Brake Lights Now Mandatory" (**Student Activity Master**, page 92) for general or main ideas (look at main headings).

(Possible answers)

- *Third eye brake lights now mandatory on new cars*
- *Reduce accidents*
- *Easy and inexpensive to install*
- *Must meet regulations*
- *Must be mounted in a certain way*

Scan for supporting points and important details. Read the first sentence of each paragraph.

- *Single, centered, and mounted brake light*
- *Mandatory on new cars since September 1, 1985*
- *Reduces chances of rear-end collision by 50%*
- *Installation cost around $30 at most garages*
- *Installation requires few tools*

	• *Can be installed inside the rear window or mounted on the exterior; must meet certain lighting and other regulations*
Record main points and details in a notebook	*(See above.)*
Review notes. Then answer the question: Should Pete introduce the new service?	*Answers may vary, but one possible response is: On the basis of the ease of installation, low cost, and safety features, I would recommend Pete introduce the new service.*

Follow-up

☐ If an additional, alternative, homework, or assessment activity is needed, have the students do the **Follow-up** activity on page 22 of the *Worktext*. In this activity students look through the local newspaper for information contained in the classified advertising section.

Using a table like the one on page 22 of the *Worktext* (**Student Activity Master**, page 93), students give one example each of an ad that falls into the four categories of Personnel, Method, Equipment, and Materials.

Have students provide the following information.

- The source (or advertiser), whether the information is general or specific, whether the information is high or low in content.
- In each case, rather than simply writing yes or no, the student should cite a short example to make his or her point.

Notes

The Plot-Line Video

Example - Module 2
Lesson 3
Video 2A (Time 8:39)

The Interview Video

Example - Module 4
Lesson 1
Video 4A (Time 10:53)

MODULE 6

Lesson 1

Participating in Groups: An Introduction

1

Goal

To introduce students to the concept of work groups and group process in the workplace.

Objectives

Students will

- identify groups in the workplace
- see a video program that shows a group of workers meeting to discuss a problem
- identify groups to which they belong and communication skills for effective participation in a group

Materials

Lesson Part	Instructor's Guide	Worktext	Video
Introduction	p. 2	pp. 1–3	
Example	pp. 2–4	p. 3	6A
Application	p. 4	p. 4	
Follow-up	p. 4	p. 4	

Equipment

- VCR
- Television monitor

Lesson Plan

In this lesson, students are introduced to the concepts of groups and group process. In ***Video 6A, Participating in Groups: An Introduction,*** *students see a group of restaurant workers meeting to discuss a problem. Students then identify groups to which they belong and develop a tentative list of communication skills that are necessary for effective participation in those groups.*

Introduction	**Notes**
☐ Ask students to identify work groups they have observed in the workplace. For example, a warehouse crew, a group of mechanics working together at a garage, an office staff, etc. Ask such questions such as Did the group seem to work effectively together? If so, what enabled them to work well together? If not, why do you think they did not work well together?	*(Answers may vary)*
☐ Ask students to read the **Introduction** on pages 1–3 of the *Worktext*, that contains examples and characteristics of effective work groups.	*The end of the reading assignment is indicated by a square* (■).

Example	**Notes**
☐ Ask students to read the **Example** section on page 3 of the *Worktext*.	
☐ Introduce **Video 6A, Participating in Groups: An Introduction.** The program is a dramatization of a group of restaurant workers meeting to discuss a problem.	
☐ Ask students to do the following while they watch the video program. • Consider the interrelationship among the members of the work group (what happens to one affects all members). • Think about the importance of understanding and being committed to a group's goal.	

- Notice how the leadership is shared among some members of the work group.

☐ Show **Video 6A, Participating in Groups: An Introduction.**

1

☐ After the class views the video, ask students the following questions.

What is an example of how one group member's actions or experience affects all members?

(Possible answers)

- *Chaz's "performance art" got in the way of others as they tried to serve customers.*
- *Keith's attempts to fix things made it awkward for others to move around in the kitchen area.*
- *Gaylon's carelessness caused others to stop their work momentarily to pick up after her.*
- *Annie's tiredness means that someone else needs to help lighten her load.*
- *Jenny's overall discontent forces others to look at their own work performance.*

Why is it important to understand and be committed to a group's goal?

A group's goals can be reached only if all group members are aware of its goals, work together to reach those goals, and agree to the process by which the group meets those goals (e.g., group meetings during which members can share their thoughts, feelings, and opinions openly). If each member takes responsibility for doing his or her share, the group is more likely to succeed and to do so efficiently and enjoyably.

Communication skills that the members demonstrated include stating ideas, feelings, and opinions, listening and responding to verbal and nonverbal signals of interest or concern, and encouraging others to express their viewpoints .

Describe how leadership is shared among some members of the work group. What did the person who was leading say or do?

- *The manager, Brendan, called the meeting and opened it up for discussion by asking the group to direct their attention to Jenny.*

  Brendan also recognized the contributions of members. For

instance, he said "In all fairness, Keith was trying to fix the door."

- *Annie listened carefully to what others said and asked for clarification of a message that was unclear. For example, she asked Jenny to "get specific."*
- *At the end of the program, Chaz showed leadership skills when he said, "I think we are getting to that point. We need to talk about this." Here, Chaz was monitoring the group by noticing that Gaylon's statement and behavior could become a source of difficulty.*

Application	**Notes**
☐ Ask students to read the **Application** section on page 4 of the *Worktext.*	
☐ Discuss the groups to which the students belong.	***(Possible answers)***
How do you benefit as a result of belonging to the group?	*FFA, Church Youth Groups, etc., provide members with information, companionship, opportunities to make friends.*
What participation and communication skills do you need to be an effective member of the group?	*Minimally, members must be able to express ideas that are understood by other members, voice opinions clearly, and listen to and accept other members' points of view.*

Follow-up	**Notes**
☐ If an additional, alternative, homework, or assessment activity is needed, assign the **Follow-up** section on page 4 of the *Worktext.* Students are asked to prepare a notice for a bulletin board that identifies a (non-secular) group to which they belong and that encourages others to join the group.	***(Evaluation)*** • *Group described in sufficient detail (size, purpose, criteria for membership, etc.).* • *Membership benefits identified.* • *Membership responsibilities identified.* • *Visuals included, if appropriate.*

Module 6
Lesson 7
Observing Group Process: An Overview

Goal

To identify group participation skills and observe their use.

Objectives

Students will be able to

- identify group participation skills
- use group observation skills
- observe a group then analyze and describe the group's participation skills

Materials

Lesson Part	Instructor's Guide	Worktext	Video
Introduction	p. 26	pp. 53–54	
Example	pp. 26–27 Student Activity Masters, pp. 64–65	pp. 54–58	6B
Application	pp. 27–29	p. 59	
Follow-up	p. 30 Student Activity Masters, pp. 66–67	pp. 60–61	

7

Equipment

- VCR
- Television monitor

MODULE 6
Lesson 7
Observing Group Process: A Summary

Introduction

When participating in a group meeting, make your messages clear and complete by remembering what the other members already know and by planning the message accordingly. Regularly check the group's understanding by asking for feedback and be sure your nonverbal message matches your verbal message.

In the four parts of this lesson you will

- review group participation skills (**Introduction**).
- see a video program that illustrates group process (**Example**).
- observe and analyze the communication patterns of the work group in the video program (**Application**).
- write a description of the group and the pattern of communication among members of the group (**Follow-up**).

Participating Effectively in a Group

Lessons 2 through 6 deal with ways to communicate in a group, as a member and as a leader. Keep in mind that some of the skills of an effective member are also the skills of an effective leader. Those skills include

- contributing ideas and opinions
- encouraging and supporting other members
- working for agreement
- monitoring how the group works together

Not everyone feels comfortable speaking in a group, and it may be especially hard as a new member. But when you join a work group, you work with people who expect you to cooperate, to share what you know about the job, and to do your share of the work. They may also count on you for help, support, and friendship. The group can only learn to count on you and trust you if they can get to know you.

Lesson Plan

In this lesson, students view ***Video 6B, Observing Group Process,*** *a continuation of* ***6A*** *in which a group of restaurant workers meet to discuss a problem. As students i the video program they observe the communication flow among members of the g and the use of effective participation skills.* ***Note: Students may need to view the p program twice during this lesson—once to observe the events and a second time to lyze the use of effective group participation skills.***

Introduction	**Notes**
☐ Ask students to identify group participation, leadership, and team-building skills.	*(Possible answers)* • *Contribute ideas and opinio* • *Listen to and respect others* • *Encourage and support o members* • *Work for agreement*
☐ Have students read the **Introduction** section on pages 53-54 of the *Worktext*. It lists some group participation, leadership, and team-building skills.	*The end of the reading assignmen indicated by a square* (■).

Example	**Notes**
☐ Divide the class into four groups. Assign each group to observe one type of interaction—either the group's overall pattern of communication or specific participation, leadership, or team-building skills. Then, assign each student to observe **one** of the six characters in the program: Jenny, Keith, Gaylon, Chaz, Annie, and Brendan.	
☐ Ask students in each small group to read the **Example** section of the *Worktext* on pages 54-58 and review the types of group interaction presented in earlier lessons of the module. Students who are observing • **overall communication patterns** should read the description in Lesson 3 • **participation skills** should read the description Lesson 2 • **leadership skills** should read the description in Lesson 4	

- **team-building skills** should read the description in Lesson 5

☐ Ask students to read the directions for either Observing Communication Patterns (on page 57 of the *Worktext*, **Student Activity Master**, page 64) or the Work Group Observation Form (on page 58 of the *Worktext*, **Student Activity Master**, page 65).

☐ Introduce **Video 6B, Observing Group Process**, a continuation of **Video 6A**, in which a group of restaurant workers participate in a discussion meeting. Recall that in Video 6A Jenny expressed her discontent about the lack of teamwork in the group. By the end of **Video 6A**, Annie and Chaz seemed to be offering their support for Jenny's position. (Remind students to watch and record the behavior of the person they are assigned to observe in the program.)

☐ Show **Video 6B, Observing Group Process.**

Application

☐ Using the **Application** section on page 59 of the *Worktext* and the students' observation forms as guides, have students describe and discuss the work group and the types of interaction they observed.

Describe the group. How many members are there? What is the purpose of the work group? What is the specific goal of the group meeting you observed in the video?

Describe the flow of communication. Look for patterns. Who talks to whom and how often? Who listens? Who uses nonverbal signals to indicate interest, boredom, frustration?

Notes

7

(Possible answers)

The group consists of six members. The purpose of the group is to work together to serve customers. The goal of the meeting is to deal with scheduling matters but more importantly, to give Jenny an opportunity to express her concerns about the group.

Keith, then Chaz, spoke many times to the group as a whole. A few times, Annie, Gaylon, and Chaz spoke to Keith and he responded. Brendan listened and observed and spoke mostly to Chaz and Keith.

At the end of the meeting, Brendan made a summary comment to the group. Jenny talked much less in

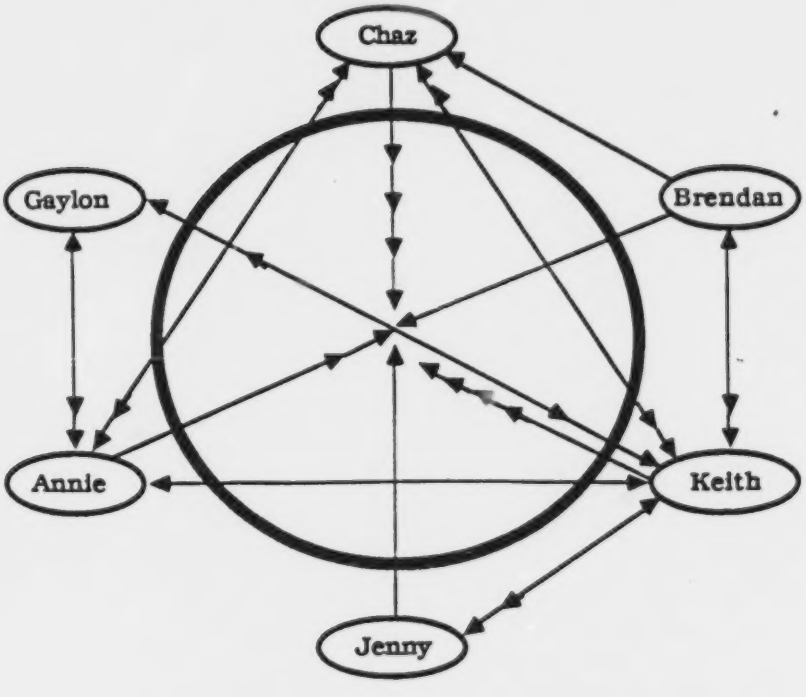
this program than in the first one. Gaylon indicated nonverbal signals of extreme disinterest, then showed signs of embarrassment. Annie used a tone of voice that indicated empathy and appreciation of Keith. When Jenny did speak, she spoke with conviction. Brendan showed signs of agreement and support by smiling and nodding.

Describe the participation, leadership, or team-building skills. Who contributed, clarified, kept the group problem-oriented, and/or established harmony? How often did they do this? Did anyone cause the group to get "off task"? How?

Annie seemed to be the most problem-oriented. She said things to encourage the group and to keep controversy constructive. Keith initiated and proposed new ideas such as a coffee plan. In the beginning of the program, Gaylon seemed uncooperative but later she not only cooperated by starting the coffee schedule, she kept the group problem-oriented by mentioning the lack of vegetables. For the most part, Chaz' attempted to establish harmony and "add comic relief" to the meeting.

(Diagrams produced by students may vary slightly from the one below depending on the specific part of the program their diagrams represent.)

(Possible answer)

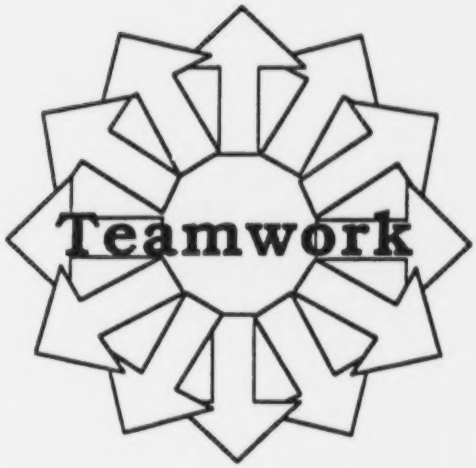


(Observations forms completed by students may vary slightly from the one below.)

(Possible answer)

Type of Interaction:	Members					
Group Participation Skills	Jenny	Annie	Gaylon	Chaz	Brendan	Keith
Contributes	/	//		/		/
Clarifies	//	/				
Compromises						
Summarizes						
Initiates			/			/
Leadership Skills						
Is problem-oriented			/	/		/
Judges intent of message						
Seeks participation of others					/	
Monitors group interaction					/	
Keeps controversy constructive		/				
Team-Building Skills						
Evaluates		/	/			
Proposes new ideas		/				/
Establishes trust and harmony	/	/	/		/	
Summarizes ideas of others		/		/		/
Cooperates			//	/		
Encourages others		/	/	/		
Problems						
Uncommitted; antagonistic			/			

Follow-up	Notes
☐ If an additional, alternative, homework, or assessment activity is needed, have students do the **Follow-up** activity on pages 59–61 of the *Worktext*. In this activity students write part of a letter (**Student Activity Masters**, pages 66–67) describing the work group and the communication patterns they observed.	*(Answers will vary)*



One way to think about teamwork is as an outgrowth of effective group participation skills. Teamwork takes time. A group of preschool aides who start working together in May, for example, may be able to function as a successful team by mid-summer. By then they might be doing the kinds of things that help make work efficient and enjoyable—trusting one another and anticipating each other's needs. Sometimes people who work together like this in a group are said to "click" with one another. There is a certain amount of ease in the way the group approaches duties and tasks.

Individuals as "Team Players"

Participating as a successful "team player" in a group means several things. It means more than contributing ideas and responding to others. Successful teamwork results when members go beyond their individual wants, needs, and responsibilities and think about those of the group. Members of a team are committed to the group's goals and take the steps that are necessary to reach those goals. Some of those steps are to

- share in planning
- work towards consensus
- propose new ideas, solutions, or goals
- establish trust
- work for harmony

Example

If you completed Lesson 3 you practiced observing communication in a group. You did this by "stepping back" and watching a group, as an

observer or as a participant-observer. In observing a group, you used five steps, one of which involved completing an observation form that focused your attention on the actions you wanted to observe (such as the communication patterns within a group).

In this activity you will watch **Video 6B, Observing Group Process.** The program is a continuation of **Video 6A, Participating in Groups: An Introduction**, in which a group of restaurant workers meets to discuss a problem. If you recall, the program ended when Jenny started to receive support from others in the work group. As you watch **Video 6B**, you will observe one type of interaction—either the group's overall pattern of communication or specific participation, leadership, or team-building skills. Your teacher will ask you to observe one person using one of these types of interaction in the group. Take a few minutes to look at Lessons 2, 3, 4, or 5 (see assignments below). As you review, look for the specific type of interaction you have been asked to observe.

If you are observing	Read the description of them in
• participation skills	**Lesson 2**
• communication patterns	**Lesson 3**
• leadership skills	**Lesson 4**
• team-building skills	**Lesson 5**

After you have read the descriptions of what you will be observing and you know what to watch for, take a minute to familiarize yourself with the observations forms you will use to record this information. If you are observing communication patterns look at the example of a completed form below. Then, record the actual communication patterns on the figure on page 57 (or a copy of it). If you are observing participation, leadership, or team-building skills use the Work Group Observation Form on page 58 (or a copy of it).

The example on the following page (Figure 9) shows the communication patterns for several minutes of a group discussion meeting. Lines connecting individuals show who's speaking to whom. The direction of the arrows indicate whether the message was sent or received. Lines connecting individuals to the center of the table show messages to the entire group.

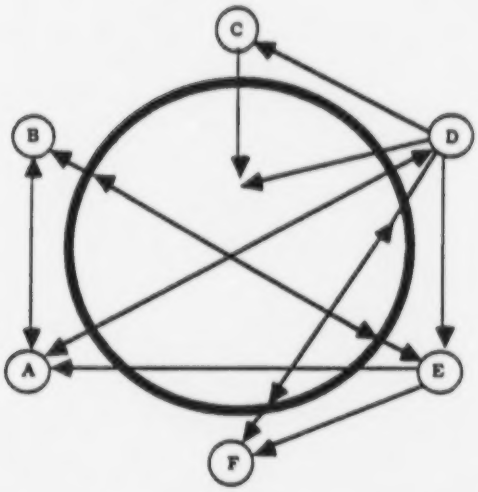


Figure 9: Communication Patterns in Group Discussion

Each group has its own patterns of communication, interaction, and teamwork that make it unique. When employees cooperate and work together, each member of the group shares in its succcess. Clockwise, from left: Annie, Gaylon, Chaz, Brendan, Keith, and Jenny.

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Observing Communication Patterns

Directions: In Figure 10 below (or a copy of it), record the communication patterns for several minutes during the program. Remember, the direction of the arrows indicate whether the message was sent or received. Lines connecting individuals to the center of the table show messages to the entire group.

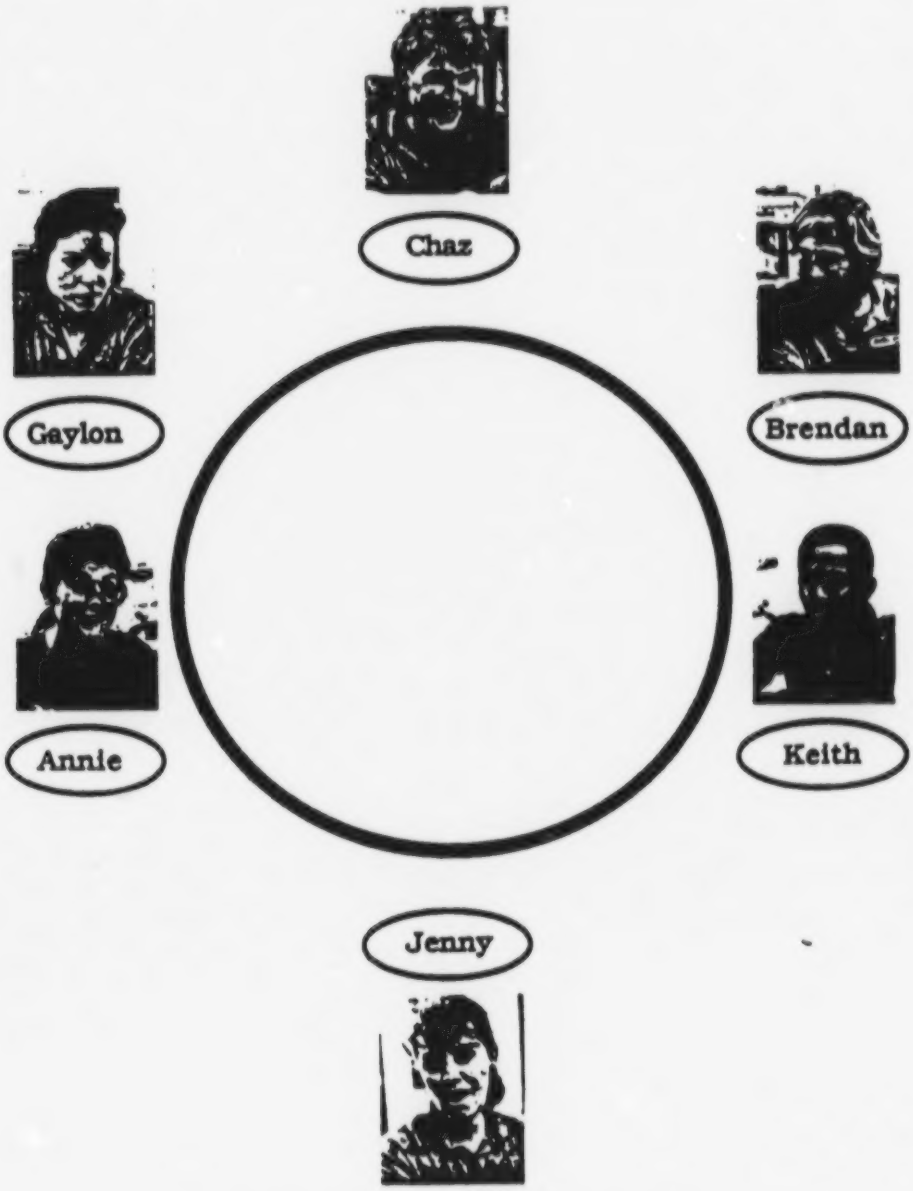

Figure 10: Communication Patterns

Work Group Observation Form

Directions: As you watch **Video 6B**, observe the person and the type of interaction you were assigned. Using Figure 11 (or a copy of it), make a hatch mark (/) in the column under your assigned person's name each time that person uses the specific behavior. After you complete your observation of the work group in **Video 6B**, be prepared to discuss how often and how well the person used the skills you observed.

Type of Interaction:	Members					
Group Participation Skills	Jenny	Annie	Gaylon	Chaz	Brendan	Keith
Contributes						
Clarifies						
Compromises						
Summarizes						
Initiates						
Leadership Skills						
Is problem-oriented						
Judges intent of message						
Seeks participation of others						
Monitors group interaction						
Keeps controversy constructive						
Team-Building Skills						
Evaluates						
Proposes new ideas						
Establishes trust and harmony						
Summarizes ideas of others						
Cooperates						
Encourages others						
Problems						

Figure 11: Work Group Observation Form

Application

If you carefully observed the characters in **Video 6B**, you should be able to draw some tentative conclusions about their work group. Think about the group and review what you observed about communication within the group. Be prepared to discuss what you observed.

- Describe the group. How many members are there? What is the purpose of the work group? What is the specific goal of the group meeting you observed in the video?
- Describe the flow of communication. Look for patterns. Who talks to whom and how often? Who listens? Who uses nonverbal signals to indicate interest, boredom, frustration?
- Describe the participation, leadership, or team-building skills. Who contributed, clarified, kept the group problem-oriented, and/or established harmony? How often did they do this? Did anyone cause the group to get "off task"? How?

Follow-up

Imagine that you are a consultant for **FocusGroup, Inc.**, a human resources development company in business and industry. **FocusGroup, Inc.**, specializes in professional, easy-to-understand information about groups, group process, and communication. As a consultant, your role is to observe groups in action. Your observations are followed up by a written description of the group's interaction. Most of your information is gathered from on-site visits to a workplace or from videotaped segments of a work group.

In this instance, you are writing a letter to the manager of the group in Video 6A and 6B, describing what you observed. You have two good sources of information on which to base your description—an analysis of group interactions that should be recorded on the appropriate observation form and a follow-up class discussion of what happened in the video program.

The body of your letter should include

- an introduction (when you observed the group and under what conditions)
- a description of the group (do not use names unless it is appropriate)
- a description of the communication patterns you observed

In the sample letter below, the introduction and description have been written for you. Think about the group you observed in **Videos 6A** and **6B**, then complete the section on communication patterns.

FocusGroup, Incorporated
1919 West Main Street
Boston, Massachusetts, 00139
March 15, 19xx

Ms. Roberta Taylor
Skokie Sub Shop
Skokie, Illinois

Dear Ms. Taylor:

Introduction

FocusGroup, Inc., is pleased to have been of service to you. The following comments and suggestions are based on my observations of your staff on July 1, 19XX. If we can be of further assistance to you in developing the participation and communication skills of your staff, please contact me at 617-555-0000.

Description

In addition to serving customers, five of the six members of the work group are responsible for a variety of pre-shift and post-shift duties. Some of these duties include preparing vegetables, stocking paper goods, filling ice units, and several clean-up tasks at the end of a shift. Each member of the group completes a separate task. For example, one member of the group vacuums the carpet, another refills the condiment containers, another wipes down the tables and chairs. The sixth member is a shift manger. He is in charge of scheduling, inventory, and ordering food and supplies. He also handles employee and customer grievances.

(This letter is incomplete. Write comments about what you observed in ***Videos 6A*** *and* ***6B*** *below or on a separate sheet of paper.)*

Closing Signature

VIDEO LESSON

The 2-Part Video (Mod. 6A/B) 16:16

Example - Module 10
Lesson 7 & 8
Videos 6A/B (Time 16:16)

Outcome Activity Guide 4

1. Outcome

   A. Demonstrate (in a small-group activity) short, practice teaching exercises.

   B. Describe "stand alone" and infused instructional methods for delivering Applied Communication.

2. Method: Team and Small group activity

3. Resources and Material Needs:

   A. Applied Communication Teachers Guide, Student Workbooks and videos for Module 10, Lessons 7 & 8.

4. Suggested Activities:

   A. Read the lesson information sheets for Module 10, Lesson 7.

   B. View the videos from Modules 6 and 10, Lessons 7 and 8.

   C. Practice teaching methods Improving Communication with Clients and Customers and Dealing with Clients, from Module 10, Lesson 7 and 8.

   D. Review the Characteristics of Effective Communication, and participate in Communication Activities.

   E. Discuss the advantages and disadvantages of "stand alone" and "infused" instruction in Applied Academics.

   F. Through small group discussions, identify particular Applied Communication and vocational subject concepts that could be enhanced through the use of an "infused" instructional method.

MODULE 10
Lesson 7
Improving Communication with Clients and Customers: An Overview

Goal

To review the importance of effecuve communication in the marketplace and the characteristics of effecuve communication with clients and customers.

Objectives

Students will

- describe the importance of effecuve communication in the marketplace
- see a video program that shows effective communication when solving a problem with a client
- identify characteristics of effective communication and problem solving with clients and customers

Materials

Lesson Part	Instructor's Guide	Worktext	Video
Introduction	p. 26	pp. 55–56	
Example	pp. 26–27	p. 56	10B
Application	p. 27	p. 57	
Follow-up	p. 28	p. 58	

Equipment

- VCR
- Television monitor

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MODULE 10, LESSON 7
IMPROVING COMMUNICATION WITH CLIENTS AND CUSTOMERS: A SUMMARY

Introduction

An article in the September 1988 issue of Fortune magazine begins "The Japanese are coming again." This time, the article says, famed Japanese products are not a major problem. Instead the Japanese are counting on detailed attention to customer service to give them their edge over American companies. According to Fortune, "the service level in Japan is the highest in the world."

To prove its point, Fortune reports that Sheseido, a Japanese cosmetics firm, is now the fastest growing cosmetic company in the U.S. Its sales have increased 25 percent annually. Why are they succeeding? Sheseido's saleswomen offer free facials and pay attention to the little things that interest clients. One of the "little things" is, for example, a telephone call to regular customers to say happy birthday! Sheseido realizes that customer satisfaction includes effective communication and attention to small details.

In the four parts of this lesson you will

- review communication skills for the marketplace **(Introduction)**.
- see a video program that illustrates communication and the use of problem-solving skills with clients **(Example)**.
- discuss communication and the use of problem-solving skills with clients and customers and develop a set of communication guidelines **(Application)**.
- compose a written response to a problem **(Follow-up)**.

Importance of Communication in the Marketplace

In the workplace, each time you deal with a client or customer you represent the business that employs you. The company depends on you for its success, and your job depends on the survival of the company. When clients ask for information or customers complain about a product or merchandise, they expect you to listen and to respond. If you listen and respond well, these people will probably continue to do business with your employer.

Lesson Plan

In this lesson, students review strategies for effective communication when doing business with clients and customers. In **Video 10B, Improving Communication with Clients and Customers**, *students see a problem-solving approach to client relations at a day-care center, and discuss the communication strategies the day-care worker uses in dealing with the problem. The* **Follow-up** *activity asks students to evaluate and revise an acknowledgement letter.*

Introduction	Notes
☐ Review the importance of client or consumer relations in the marketplace.	***(Possible answers)*** *Businesses depend on the client or customer for their livelihood. If customers stay away a business must close. With today's competition in the marketplace businesses must pay very close attention to serving the needs of clients or customers.*
☐ Ask students to read the **Introduction** section on pages 55–56 of the *Worktext*. It includes a brief summary of key communication skills for dealing with clients and customers. • Be courteous and friendly. • Be knowledgeable. • Listen actively. • Speak pleasantly. • Be aware.	*The end of the reading assignment is indicated by a square (■).*

Example	Notes
☐ Ask students to read the **Example** section on page 56 of the *Worktext*.	
☐ **Introduce Video 10B, Improving Communication with Clients and Customers.** In this program Mr. Pratt, a parent, angrily confronts a day-care worker, Sonia, over the handling of his daughter. Students will see Sonia use a problem-solving approach and effective verbal and nonverbal communication skills to defuse the situation and resolve the problem.	

☐ Have students review their predictions of what Sonia might have said to Mr. Pratt that they made in the **Application** section of **Lesson 6**.

☐ Tell students to notice

- Sonia's problem-solving approach
- the communication skills Sonia uses to successfully resolve the problem

☐ Show **Video 10B**.

Application	Notes

☐ After viewing the video program, ask students the following questions.

- What did the scenes of Colin at his previous job at the hardware department illustrate?
- Describe the problem at the day-care center.
- What nonverbal signals were important for Sonia to send in order to communicate her concern?
- Describe Sonia's problem-solving approach.
- What communication skills did Sonia use to resolve the problem successfully?

☐ Ask students to write a set of guidelines to help workers in the day-care center in **Video 10B** to handle problems with clients.

(Possible answers)

- *Be calm.*
- *Listen closely.*
- *Ask questions.*
- *Be as specific as possible.*
- *Be tactful.*
- *Try to understand the clients point of view.*
- *Close politely.*
- *Act and follow through.*

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Follow-up	Notes
☐ If an additional, alternative, homework, or assessment activity is needed, assign the **Follow-up** section on page 58 of the *Worktext*. It includes an acknowledgement letter that is incomplete and must be revised.	*(Evaluation)* • *Acknowledged order: expressed appreciation, extended a welcome, and notified of shipping date.* • *Restated the order and clarified when the customer will be billed. Explained shipping arrangements.* • *Used appropriate letter format.* • *Made no spelling, grammatical or punctuation errors.*

Customers and clients expect employees to

- be courteous and friendly
- listen actively
- be knowledgeable
- speak pleasantly
- be aware

None of these expectations is new or surprising. You have heard them over and over. However, it is sometimes difficult to be pleasant and courteous all through a long day of dealing with the public. When your patience runs thin, it is time for a break. A cold glass of water or hot cup of coffee, a breath of fresh air, or a brief change of environment may be called for. Ask your supervisor for a quick five minutes to be alone to "recharge your batteries."

■

Example

Communicating effectively with customers and clients who are upset or angry requires tact and understanding. You must take extra care not only in what you say, but in how you say it. **Video 10B, Improving Communication with Clients and Customers**, illustrates this kind of interaction. If you read **Lesson 6**, you saw photographs of Mr. Pratt, the father of a preschooler who attends a day-care center. Sonia is the day-care worker to whom Mr. Pratt expresses his anger and concern over the treatment of his daughter.

Now, in this video, you will see Sonia, the day-care employee, listen carefully and attend to the nonverbal behavior of the parent. Notice how she asks questions to clarify the problem. She does not sound defensive or antagonistic and she restates the parent's concerns to show that she understands the problem.

As you watch the video program, pay attention to

- the problem-solving approach Sonia uses to deal with the angry parent
- the communication skills Sonia uses to resolve the problem successfully

■

Customers and clients expect employees to

- be courteous and friendly
- listen actively
- be knowledgeable
- speak pleasantly
- be aware

None of these expectations is new or surprising. You have heard them over and over. However, it is sometimes difficult to be pleasant and courteous all through a long day of dealing with the public. When your patience runs thin, it is time for a break. A cold glass of water or hot cup of coffee, a breath of fresh air, or a brief change of environment may be called for. Ask your supervisor for a quick five minutes to be alone to "recharge your batteries."

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Example

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Now, in this video, you will see Sonia, the day-care employee, listen carefully and attend to the nonverbal behavior of the parent. Notice how she asks questions to clarify the problem. She does not sound defensive or antagonistic and she restates the parent's concerns to show that she understands the problem.

As you watch the video program, pay attention to

- the problem-solving approach Sonia uses to deal with the angry parent
- the communication skills Sonia uses to resolve the problem successfully

■

When solving problems with clients and customers face-to-face, it's important to maintain eye contact and be warm and friendly. Here, Sonia, a child-care assistant, shows genuine concern to help Mr. Pratt, a client.

Application

After watching the characters in **Video 10B**, you should be able to draw some conclusions about effective communication in the marketplace. Be prepared to answer the following questions.

- What did the scenes of Colin at his previous job at the hardware store illustrate?
- Describe the problem at the day-care center.
- What nonverbal signals were important for Sonia to send in order to communicate her concern?
- Describe Sonia's problem-solving approach.
- What communication skills did Sonia use to resolve the problem?

If you participated in **Lesson 6**, you worked in a small group to review several photos of Mr. Pratt and Sonia. You also wrote one or two sentences that you thought Sonia might say in response to Mr. Pratt's problem. Now that you've seen the video program, look at those sentences once again. Compare what you thought Sonia should say to what she actually said in the video program. How accurate were you?

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Follow-up

Corresponding with Customers

Read the acknowledgement letter Mr. MacDonald wrote to Ms. Smith after she placed a prepaid order for 2000 rose bushes. 500 Blazing Ruby, 500 Texas Yellow, 500 Pretty n' Pink, 500 Cinderella White. Is the letter effective? Why or why not?

Johnson's Seeds and Plants
1441 Johnson Place
New Ulm, Minnesota 56073

April 15, 1999

Ms. Flora Smith
Flowers By The Dozen
1313 Vickrey Lane
Nashville, TN 57502

Dear Ms. Smith:

We have received your order for the rose bushes. They will be shipped to you from our warehouse on April 20, 1999.

Ollie MacDonald
Region IV Sales Representative
Johnson's Seeds and Plants

The letter can be improved in several ways to assure Ms. Smith's continued business. Revise the letter using the following as a guide.

- **Think about the purpose** (to acknowledge the order and promote goodwill). Express appreciation for the order, extend a courteous welcome to the company, and notify customer of shipping date.
- **Repeat the facts**. Restate the order and clarify when the customer will be billed; explain shipping arrangements.
- **Organize the information.** Tell Ms. Smith why you are writing. Support this main idea with sufficient detail but try to keep the paragraphs short. Summarize and conclude in a pleasant, positive way by thanking the customer for the order and expressing interest in continued business.

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MODULE 10
All Occupations
Lesson 8: Dealing with Clients and Customers

Introduction

You need to have good speaking and listening skills to deal with consumers face-to-face or over the telephone. Because you represent your company, what you say and do gives people an impression of the entire organization. If you are polite, friendly, and courteous, consumers assume it is a good place to do business.

In the three parts of this lesson you will

- read about skills for communicating effectively face-to-face with clients and customers (**Introduction**).
- practice effective communication with clients and customers (**Application**).
- create communication guidelines for dealing with clients and customers in your occupational area (**Follow-up**).

In **Lessons 2** and **3** you learned about communicating with clients and customers and understanding their needs. When you are courteous and efficient in meeting their needs, you show clients and customers that you welcome their business. Courteous and efficient service comes from careful listening and being sensitive to your own verbal and nonverbal responses.

How would you feel if a sales or service employee ignored your questions? You would soon take your business elsewhere. Being a good listener is an important skill to have in the marketplace. When you are silently listening and paying attention to the client or customer, you show that you are interested and that you care. At times you may need to help clients specify a request or describe problems in detail. If clients seem unhappy or dissatisfied, asking, "Is everything OK?" lets them know that you realize something is bothering them. You don't need to share your personal life with clients. When they are talking about their problems, sharing yours does not help them.

Service providers also need to speak clearly in words familiar to clients. Consumers often want detailed information about the service you are providing. If you can describe your service in precise detail, you

Application

In a small group (three or four students) prepare to role-play a situation in which one member of the group plays an employee, another member plays a client or customer with a specific need, and two members act as "communication coaches" who advise the employee on effective communication. Choose one of the following situations in your occupational area to role-play, or make up one of your own. Use the guidelines found in "Good Client and Customer Relations" from the **Introduction** section of this lesson to plan what to say and do.

Agriculture

Today's agricultural workers come in contact with customers in the growing retail sales and service sector of the marketplace. Small lawn- and garden-care businesses are springing up all over the United States, and farm supply stores can be found in the suburbs of many major cities. Careers in agriculture include more contact with clients or customers than ever before.

It is five o'clock; you've totaled your receipts. Just as you are getting ready to close the store a customer rushes in saying, "I need a pesticide for my vegetable garden. The aphids are destroying my tomato plants and some beetles are after the beans."

- What will you say and do?

A familiar customer wants to purchase a computer for her agribusiness. She wants to use it to keep track of her service orders, billing, and employee payroll. The person she must talk to is not in the store. You want to keep her business, but you know nothing about computers.

- What will you say and do?

Business

According to the U.S. Bureau of the Census, retail sales rose from approximately $200 billion to $360 billion between the years 1970–

1986. Since then retail sales have continued to grow; success, however, depends on effective consumer relations.

You are one of four word processors in a small communications office. You have already been given several documents to complete before the end of the day. Suddenly, a client has arrived with several documents to be processed immediately. While skimming over the documents you notice that they contain many typing errors and missing information, such as addresses or zip codes. The job will take considerably longer than the client expects.

- What will you say and do?

You are one of four tellers working during the rush hour in the local bank. Because it is just before a holiday, business has been especially hectic. An older widow who has done business with the bank for many years arrives at your window. She wants to deposit several checks to her account. Unfortunately, she has endorsed them outside the proper space on the back of the check. It is your responsibility to enforce the new regulation.

- What will you say and do?

Health

People with physical, mental, or emotional illness may have trouble communicating. Health-care workers need to be experts on verbal and nonverbal communication. (Reading, writing, listening, and speaking are forms of verbal communication. Nonverbal communication involves use of gestures—how you hold your hands, body movements, posture, facial expressions, and grooming.)

In health care, you need to be very sensitive to the messages that patients communicate. You also need to control your own communication. Emotionally disturbed people may not bathe, comb their hair, or dress properly. This may be a sign that they are depressed. Walking away from someone talking to you may suggest that you aren't really interested in listening. This will not help a patient.

Erick developed tendonitis in his arm while playing ball. He comes in three times a week for treatment with hot packs. You notice that Erick isn't talking much and

doesn't seem as happy as usual. His arm seems to be doing all right, but there is definitely something wrong.

- What will you say and do?

Hulda Johnson is an 87-year-old patient who has a hearing aid. Mrs. Johnson was hospitalized overnight following a bad fall. Shortly after her doctor's visit you enter her room to help her prepare to go home and find her crying. The doctor found no serious injuries, but he is concerned that Mrs. Johnson is a bit overweight. He has recommended a modified diet. As you approach Mrs. Johnson she says, "Dr. Goodcare says I'm going to die!" She clearly has not understood the doctor.

- What will you say and do?

Home Economics

According to Census Bureau figures, 1977 and 1982 revenues from day care increased by $277,000,000. The success of any day-care facility depends upon good communication between employees and day-care clients.

You are an employee at an adult day-care center. Mr. Smith is at the center for the first time today. He is a frail, nervous little man. He says he cannot understand why his daughter does not want him to stay at home while she works. He sat alone all morning and did not join in any of the activities. Each time you go near him, he complains again about his daughter making him come to the center.

- What will you say and do?

You are an employee of a small catering firm. A customer telephones to place an order for a reception in her home. You answer as follows: "Thank you for calling Baker Catering, this is (your name). May I help you?" The customer replies, "Yes, I'd like to have a reception catered."

- What will you say and do?

Technical, Trade, and Industrial

Service in the technical, trade, and industrial sector of the economy often involves problems. You may be asked to find out exactly what clients or customers want. These consumers often expect a clear description of your service. Service in some technical, trade, and industrial occupations accounted for more than $55 billion in 1986 and opportunities are increasing.

You have been recently employed by a heating and air conditioning contractor to help with installations. When the secretary is out of the office, everyone takes turns answering the telephone. On your first afternoon on the job, you receive a call from a man interested in replacing his present heating unit with a new cost-efficient heating system. You have not had time to learn about the heating systems sold by your employer. Everyone else is out of the office. You don't want to lose this potential customer.

- What will you say and do?

You are an employee of Starr's Galaxy, a hair design studio. It is noted for its conservative but tasteful hair styling. A regular customer stops in to make an appointment. She wants to have her hair colored and styled. The customer says, "I am tired of all this gray hair, and I'd like a more stylish look."

- What will you say and do?

After the role play, be prepared to give feedback. For each student playing the part of the employee

1. list a few outstanding things the employee did to understand the client's or customer's needs or concerns

2. list what the employee might have done better to ensure understanding of the client's or customer's needs

After the role play, discuss with your group the listening, speaking, and nonverbal skills that are needed to communicate effectively with customers in your occupational area. On the following page or on your own sheet of paper, make a list of the important skills. Compare your list with those of students enrolled in other occupational areas.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Follow-up

Imagine that you are the customer relations representative for one of the following organizations.

- **Farm Supply store, Nebraska region**
- **Lincoln Savings and Loan Association, Lincoln, Oklahoma**
- **Edmonton Metropolitan Hospital**
- **Antonio's Pizza, a chain of Italian restaurants in Wyoming**
- **Ploski Hardware, Inc., a chain of hardware stores in Pennsylvania**

One of your main responsibilities is training new employees in good client or customer relations. Prepare a set of guidelines for the businesses in your occupational area that can be used to remind employees of effective communication skills.

COMMUNICATION ACTIVITIES

Communication Cards

Directions:

Use the cards below as discussion starters with a group of classmates. Think of four topics you'd enjoy talking to others about, and write one topic on each card below. Topics can be hobbies, interests, likes/dislikes, or anything else you feel comfortable discussing. After you've labeled the cards, cut them out and place them face down on the floor or table in front of you, sit in groups of 2-4 people, and take turns drawing topics to be discussed. Spend only 5 minutes on each subject and then draw another. **Concentrate on using the principles of good communication!**

_____	_____
_____	_____

Which principle of good communication did each group member use the most?

What one principle was difficult for you to follow?

Nameniks

Directions:

Use the letters of your first and/or last name to describe yourself to others. Place letters in a vertical column in the box below and then fill in with as many words as you can think of that tell others about you and your interests, likes, abilities.

Example:

Smiling
pi**A**no
Loving
ba**L**let
happ**Y**

My Namenik

Who's Who?

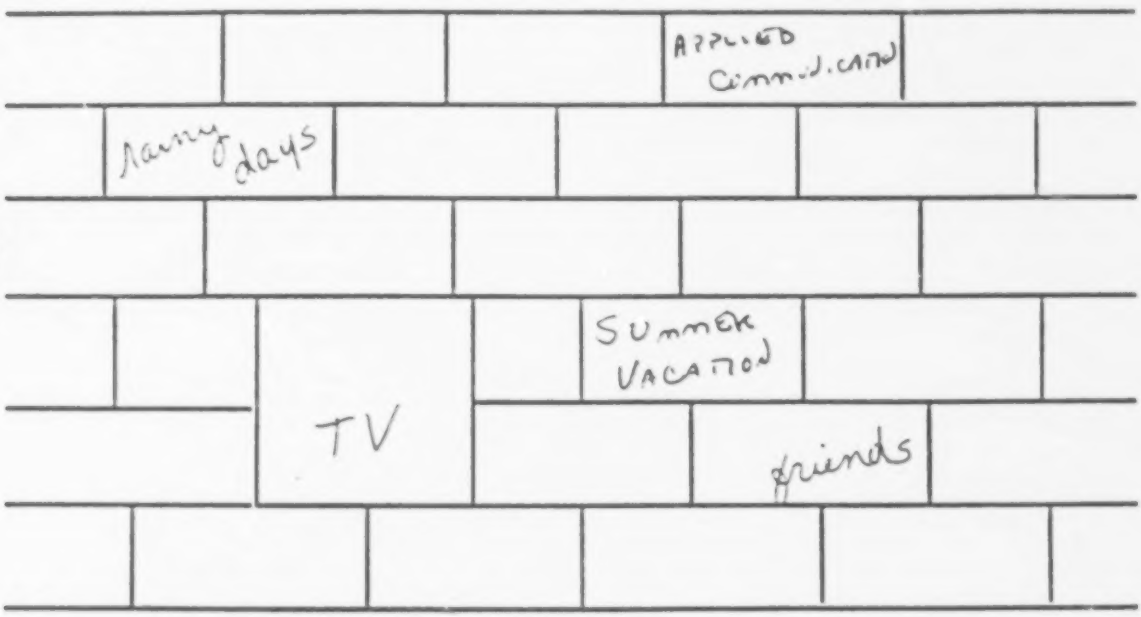
Directions: Get to know the members of your group by filling in the following blanks with names of members who fit each description.

1. A person in this group whose first name starts with the same letter as mine is _____
2. A person in this group who likes the same TV programs as I do is _____
3. A person in this group who likes the same sports I do is _____
4. A person in this group who has the same color hair as mine is _____
5. A person in this group who likes the same school subjects as I do is _____
6. A person in this group who has read a book I've read recently is _____
7. A person in this group who has the same color eyes as mine is _____
8. A person in this group who is taller than I am is _____
9. A person in this group who has the same hobby I have is _____
10. A person in this group whose favorite color is the same as mine is _____
11. A person in this group that I liked upon first meeting is _____
12. A person in this group who has lived in the same house all his/her life is _____
13. A person in this group that I'd like to get better acquainted with is _____
14. A person in this group whose favorite teacher is the same as mine is _____
15. A person in this group who has the same number of brothers and sisters as I do is _____
16. A person in this group who likes the same rock group I do is _____
17. A person in this group who plays the same instrument I do is _____
18. A person in this group whose birthday falls in the same month as mine is _____
19. A person in this group who has been to my favorite vacation place is _____

Graffiti Wall

Directions: Use a large sheet of paper or a chalkboard to make brick walls that allow for written comments (graffiti style) on situations and feelings that group members may have experienced.

Examples:



Keep a Graffiti Wall in the room where your group meets. Use it as a form of communication between group members . . . just for fun!

Student Communication Profile

Directions: In order to plan the best instruction your instructor needs information about your present use of communication skills. Answer each question. Your answers will be kept confidential.

■ Communication is reading, writing, listening, and speaking for any purpose.

List the newspapers, magazines, or books you have read this month.

How much time each week you spend reading?

How often do you write to someone else? Do you keep a journal?

Have you ever written an application form or completed a memo? If yes, when and for what reason?

Have your ever written a summary describing a task you completed or a problem you faced, for example, a work log or a repair report?

■ Circle the word(s) that best describes your response to the following questions.

How would you rate yourself as a reader?

good *fair* *have problems*

How would you rate yourself as a writer?

good *fair* *have problems*

Applied Communication 1989

How would you rate yourself as a speaker?

good fair have problems

How would you rate yourself as a listener?

good fair have problems

How comfortable do you feel asking questions?

very comfortable comfortable uncomfortable

How important are communication skills for your career goals?

important somewhat important unimportant

How important are problem solving skills in your occupational area?

important somewhat important unimportant

How important is it to be able to work with others?

important somewhat important unimportant

Applied Communication is reading, writing, listening, and speaking on the job.

What work experience have you had? List one employer and describe the size of the business and briefly tell what work you did.

List two or three occupations in which you are interested.

With what other occupations are you familiar?

List a few of the major employers in your community.

Which employers in your community would you prefer to work for?

Communication

Attitude Survey*

Name:_____ Date:_____

Read the following sentences. Circle the number that best tells how you feel about the statement.

Type of Communication	Strongly Agree				Strongly Disagree
Reading	1	2	3	4	5
1. I avoid reading.	1	2	3	4	5
2. I worry if I must use a book or manual to do my work.	1	2	3	4	5
3. I'm a good reader.	1	2	3	4	5
4. I like to read and do it in my spare time.	1	2	3	4	5
5. If the information I need is in a book or manual, I feel in control.	1	2	3	4	5
Writing					
6. I avoid writing.	1	2	3	4	5
7. My mind goes blank when I have to write.	1	2	3	4	5
8. Taking a writing course does not make me feel good.	1	2	3	4	5
9. I like to write my ideas down.	1	2	3	4	5
10. I never seem to be able to write clearly.	1	2	3	4	5
Speaking and Listening					
11. I like to share my ideas in a work group.	1	2	3	4	5
12. I worry about answering questions in a work group.	1	2	3	4	5
13. I talk only when I have to.	1	2	3	4	5

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CLOZE TEST

A CLOZE test is a quick and simple way to determine whether or not students can independently read a set of materials. Follow these directions to create a CLOZE test.

Administering the test

1. Select a passage of approximately 200 words from the Worktext students will be using. The selection may contain more than one paragraph.

2. Make a photocopy of the passage. Then, beginning with the second or third sentence use a black magic marker to delete every fifth word in the passage. Number the blanks from 1 to xx. Do not delete any of the words in the first or last sentence of the passage. You should have approximately 36 deletions.

3. Duplicate the copy of the passage containing the deletions for your students. Students should number their papers to correspond to the number of blanks in the passage. Have students read the passage and write the missing word for each blank.

4. Students should fill in each blank with the word that makes the most sense.

Scoring the test

Evaluate the students replacements using the following scale:

50 – 70% accuracy (exact replacement)	independent level
30 – 50% accuracy	instructional level
0 – 29% accuracy	frustration level find alternative materials.

*CLOZE Procedure John Bormuth, et.al.

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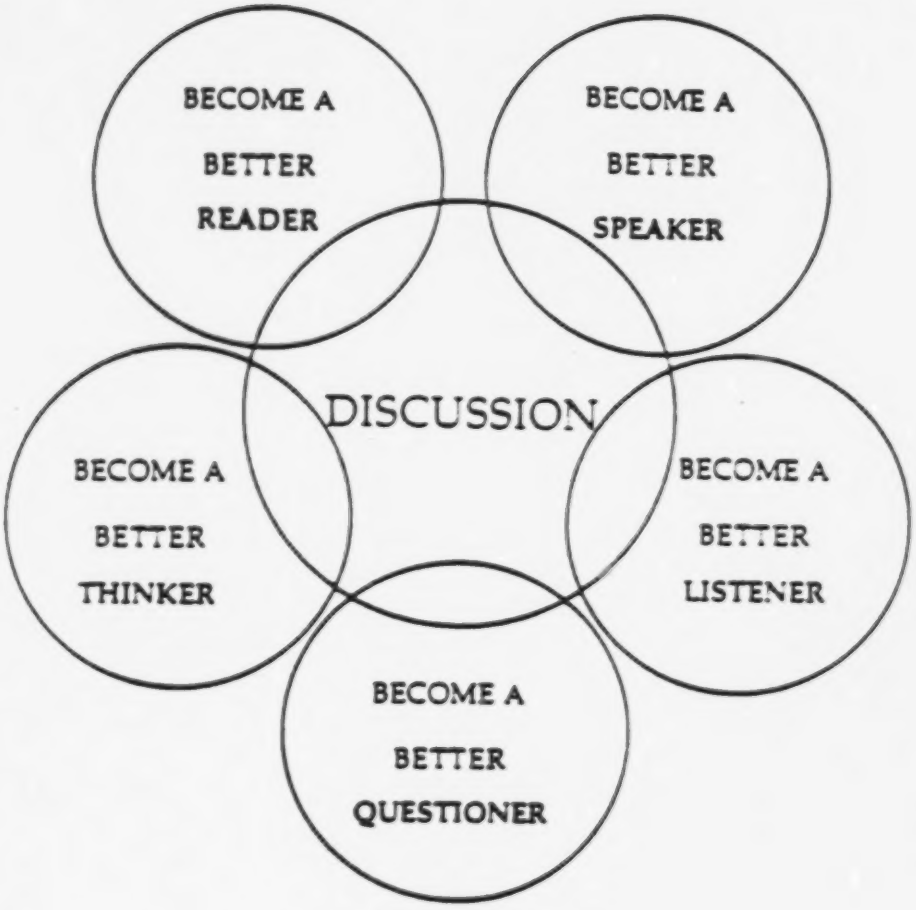
GOALS OF DISCUSSION



Discussion Guidelines

1. Read Actively - underline or circle ideas
2. Listen Attentively.
3. Speak Clearly and Loudly.
4. Be Courteous.
5. Stick to the Text
6. Back up Your Statements
7. Build Your Ideas on What Others Have Said.
8. Strive for Understanding.
9. Own the Discussion.
10. Feel Free to Question the Opinions of Others.

2-67

DISCUSSION GUIDELINES

1. READ ACTIVELY. Underline or circle parts of the text which you find confusing, surprising, exciting or amusing. Think about why those parts of the text made you feel that way. Don't be afraid to read the text again. Expert readers re-read.

2. LISTEN ATTENTIVELY. While others are speaking, listen to their points carefully. Try not to think of what you will say until the speaker finishes.

3. SPEAK CLEARLY AND LOUDLY. Pronounce your words carefully and loudly so that everyone in the group will hear and understand.

4. BE COURTEOUS. Give the person speaking your full atttention and respect. Before you speak, make sure that the person speaking has completed his/her thought. This is a skill that can be mastered if all members of the group work together.

5. STICK TO THE TEXT. The text is an important element of the discussion. Although not everything you say will always be directly related to the text, please keep the text in mind. You may use examples from your own experience to illustrate a point but you must also be ready to say how your example is related to the discussion and the text. It is not necessary to know anything about the author and his/her work in order to discuss the text. Therefore, historical information should be put aside.

6. BACK UP YOUR STATEMENTS. You may give evidence for your ideas and opinions from the text or from your personal experience if it is related to the text. Using analogies or relating your ideas to previous readings are other ways to support your ideas.

7. BUILD YOUR IDEAS ON WHAT OTHERS HAVE SAID. Listening carefully to others and then adding something to what they are saying is a good way to discuss. You might say, "I agree with _____ because . . ." or "I think that what _____ and _____ are saying is very different from what I think because . . ." This shows that you are listening to the ideas of others and that you are comparing your ideas to theirs.

8. STRIVE FOR UNDERSTANDING. Try to understand both what the text says and what your classmates say. If you don't understand one or the other, ask a question. It is the responsibilty of the group to make sure that all are learning.

9. OWN THE DISCUSSION. Discussion will work if everyone wants to make it work. You will not be graded and you will not be required to speak if you choose not to. The teacher will help you talk to one another but you do not need to raise your hand to speak. Do not direct your comments to the teacher. Speak to the entire group; it is your discussion.

10. FEEL FREE TO QUESTION THE OPINIONS OF OTHERS. Ideas can always be criticized but never the person who said them. You should learn to give and accept useful criticism. A comment such as, "I disagree with your point because . . . " is better than saying, "You're wrong!" In discussion, everyone's opinion is open to questioning, even the author's.

Group Communication

- Make messages clear and complete.
- Match verbal and nonverbal message.
- Ask for feedback.
- Be friendly and trustworthy.
- Don't ramble on without a purpose.
- Be dynamic. Speak loudly and look into the faces of your listeners.
- Demonstrate that you want to understand.
- Show that you understand.

DISCUSSION JOURNAL

DISCUSSION # 2

DATE _____

TITLE OF READING _____

_____

_____

AUTHOR _____

REACTION QUESTION

What would you have liked to say but didn't?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

LEADING DISCUSSIONS: MAKING DECISIONS

adapted from *A GUIDE for Leading Discussions using TOUCHSTONES, Vol. I*, Howard Zeiderman, CZM Press, 1989.)

A FEW STUDENTS MAKE IT IMPOSSIBLE FOR THERE TO BE ANY DISCUSSION AT ALL.

A. Remove them from the class.
B. Make them observers.
C. Let the whole group discuss the situation.

THERE IS A FIFTEEN SECOND PERIOD OF SILENCE.

A. Ask another question.
B. Call on a student to speak.
C. Wait a little longer to see if a student will speak.

SOME STUDENTS ARE ALWAYS SILENT.

A. Observe if they participate during small group work, and if they do, don't worry.
B. Remember what they bring up in their opening questions. If the discussion is ever about that question, mention that fact during class and ask them their thoughts.
C. Speak to the students outside of class to find out how to make it easier for them to speak.

SOME STUDENTS ALWAYS INTERRUPT OR REFUSE TO LISTEN TO CERTAIN OTHER STUDENTS.

A. Put these students together for small group work.
B. Point out the general problem to the class without mentioning names and ask how the whole class can improve the situation.
C. Ask a few other students to act as observers and bring this up in the discussion about discussion.

SOME STUDENTS ARE INTERESTED IN CERTAIN TEXTS AND NOT IN OTHERS.

A. Explain that what makes a discussion interesting is not the text but what students bring to it.
B. Let the class talk about why they are interested in some texts and not in others.
C. Assume this feeling will pass when they have more experience and don't bring it up.

Informal Evaluation of Listening and Speaking Observational Guidelines *

Individual Small Group

These guidelines may be used as an informal evaluation tool when measuring growth in speaking and listening skills. Read the following sentences. Circle the number that best describes your assessment of student performance.

Communication Skill	Inadequate				Effective
Speaking					
1. Importance of information given	1	2	3	4	5
2. Amount of detail included	1	2	3	4	5
3. Organization of information	1	2	3	4	5
4. Choice and consistency of tone	1	2	3	4	5
5. Use of standard grammar	1	2	3	4	5
6. Attention to listener's nonverbal cues	1	2	3	4	5
Listening					
1. Attends to speaker, removes distractions	1	2	3	4	5
2. Establishes and maintains eye contact	1	2	3	4	5
3. Listens to feelings as well as words	1	2	3	4	5
4. Asks questions to clarify	1	2	3	4	5
5. Takes notes if necessary	1	2	3	4	5
6. Summarizes	1	2	3	4	5
7. Response	1	2	3	4	5

*Adapted from International Association for the Evaluation of Educational Achievement (1983)

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Key Skills for Team Building

1. Propose new ideas.

2. Build trust.

3. Summarize and incorporate the ideas of others.

4. Cooperate to solve problems.

5. Build harmony.

6. Evaluate the group's performance.

Observing Team-Building Skills

People who are part of a team must communicate effectively. This form is designed to help you observe how effectively members of your group interacted. Put each member's initials at the top of a column as you observe. Make a hatch mark (/) each time you see an example of the skills or problems described on each line of the form. When you report your observations to the group, try to describe group interaction patterns without mentioning any names.

Group:	Members			
Task-related Skills				
Initiates ideas				
Seeks or clarifies information				
Gives information				
Coordinates, elaborates, summarizes				
Evaluates, tests ideas				
People-oriented Skills				
Encourages, supports participation				
Helps settle disagreements				
Keeps group on task				
Compromises				
Tests agreement				
Problems				
Shows disinterest				
Tries to dominate, control				
Withdraws from the group				
Distracting behavior, clowning				

Group Evaluation (teacher)

Date _____ Task _____

Group Members

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

How Did the Group Do?

1. Product/learning was:

   Outstanding _____ Acceptable _____ Not acceptable _____

2. Group stayed on task. yes _____ no _____

3. Group members shared. yes _____ no _____

4. Group members took turns. yes _____ no _____

5. Group members supported each other. yes _____ no _____

Additional Comments and Considerations

_____

_____

_____

_____

_____

_____

Student Evaluation (teacher)

Student Name _____ Date _____

Task _____

_____

_____

Group Members

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

How Did (individual student) Do?

1. Completed his or her task. yes _____ no _____
2. Worked well in group. yes _____ no _____
3. Helped others. yes _____ no _____
4. Worked better than last time. yes _____ no _____

Strengths: _____

_____

I need to help this student with: _____

_____

_____

_____

_____

_____

COURSE STATISTICS--STAND ALONE

15 modules with 10 lessons per module.

Based on a 45 minute period:

1 lesson x 45 minute period = 112.50 hrs. of instruction

15 modules with 3 lessons per module.

Based on a 45 minute period:

1 lesson x 45 minute period = 33.75 hrs. of instruction

15 modules with 5 lessons per module.

Based on a 45 minute period:

1 lesson x 45 minute period = 56.25 hrs. of instruction

COURSE STATISTICS--INTEGRATED

Allocated within a three or four year time frame.

4 modules with 10 lessons per module.

Based on a 45 minute period:

1 lesson x 45 minute period = 30 hrs. of instruction

4 modules with 3 lessons per module.

Based on a 45 minute period:

1 lesson x 45 minute period = 9 hrs. of instruction

4 modules with 5 lessons per module.

Based on a 45 minute period:

1 lesson x 45 minute period = 15 hrs. of instruction

Outcome Activity Guide 5

1. Outcome

   A. Demonstrate the ability to use the Applied Communication Module Analysis.

2. Methods

   A. Oral presentation and discussion

3. Resources and materials needed

   A. Module Analysis Matrix

4. Suggested Activities

   A. Read explanation for symbols used in the Module Analysis Matrix.

   B. Discuss the use of the symbols in the Module Analysis Matrix.

   C. Read and critique the Matrix's effectiveness.

MODULE ANALYSIS CODE SHEET

Explanation for the symbols used in attached Applied Communication module matrixes:

√	indicates that there is a need for specific topic
+	material met positive expectations
-	material was deficient in some aspect
W	writing skills were stressed
L	listening skills were stressed
S	speaking skills were stressed
R	reading skills were stressed
G	recommended group activity
P	recommended activity with a partner
I	individual activity

In addition, a variety of comments have been provided for each of the modules where applicable. It should also be noted that basic Evaluation Methods, Supplements, and Notes have all been included. These are by no means inclusive.

MODULE 1

COMMUNICATING IN THE WORKPLACE

LESSON	1	2	3	4	5	6	7	8	9	10
INSTRUCTOR'S GUIDE										
Preservice		✓				✓				
Content	+	+	+	+	+	+	+	+	+	+
Occupation Specific								✓	✓	✓
WORKTEXT										
Activities:										
Introduction	+	+	+	+	+	+	+	+	+	+
Example	+	- clarify	+	+	+	+	+			
Application	+	+	+	+	+	+ Time	+	+	+	+
Follow-Up	+	+	supple-ment -	+	+	+	+	Supple-ment of use of class time	+	+ Time
Skills — Writing/Listening/Speaking/Reading	W	W	WL	WS	WR	W	W	WSL	WR	W
Class — Group/Partner/Individual	GP	GPI	GI	GI	GI	I	I	I	I	GI

Video A: 15:27 Communicating in the Workplace: An Introduction (Hotel)

Video B: 9:53 Visualizing the Communication Process (Retail Management)

Evaluation Methods: Follow-up assignments

Supplements: Video tape of business telephone conversation
Collection of written business correspondence

Notes: Lesson 2--need for researching vocabulary
Lesson 4--segment on speaking in public has good activities
Lesson 5--use of informative topics for assignments
Lesson 6--memo writing needs preservice work

MODULE 2

GATHERING AND USING INFORMATION IN THE WORKPLACE

LESSON	1	2	3	4	5	6	7	8	9	10
INSTRUCTOR'S GUIDE										
Preservice		✓	✓		✓	✓	✓	✓	✓	
Content	+	+	+	+	+	+	+	+	+	+
Occupation Specific								✓	✓	✓
WORKTEXT										
Activities:										
Introduction	+	+	+	+	-	+ TIME	+	+	REFLECTION -	-
Example	+	+	+	OVERHEAD ACTIVITY	-	+ TIME	+			
Application	+	DEMONSTRATE	HIGHLIGHT	+ TIME	-	- TIME	+	DEMONSTRATE	-	+
Follow-Up	+	+	+	+ TIME	-	ON BOARD - ACTIVITY	PERSONAL ACTION PLAN	-	+	+
Skills — Writing/Listening/Speaking/Reading	WL	WLSR	WR	WR	WR	WR	WL	WLR	WR	WR
Class — Group/Partner/Individual	I	PI	I	I	I	GI	I	I	I	I

Video A: 8:39 Locating and Using Information: An Introduction (Hair Design Studio)

Video B: 8:58 Techniques for Locating and Using Information (Remodeling Contractor)

Evaluation Methods: Highlighting of skim and scan techniques
Vocabulary Quiz
Letter and memo formats

Supplements: Variety of telephone directories
Classified ads
Access PA or Lintel (check with your library)

Notes: Lesson 4--relevant visual information sources; memo forms
Lesson 5--printout of a data base; access to computer

MODULE 3

USING PROBLEM SOLVING STRATEGIES

LESSON	1	2	3	4	5	6	7	8	9	10
INSTRUCTOR'S GUIDE										
Preservice	✓						✓		✓	✓
Content	READ		CAREFULLY							
Occupation Specific								✓	✓	✓
WORKTEXT										
Activities: Lessons 1 through 6--Simulation--Grant's Pass										
Introduction	+						+	+	+	+
Example	+						+			
Application	+						+	+	-	-
Follow-Up	+						WEEDS MATERIALS	USE 7.51	-	-
Skills — Writing/Listening/Speaking/Reading	WLSR						WLR	WR	WR	W
Class — Group/Partner/Individual	GPI						I	I	GI	I

Video A: 11:43 Introduction to Problem Solving (Dairy Barn)

Video B: 9:13 Using Problem Solving Skills (Physical Therapist)

Evaluation Methods: Follow-up assignments

Supplements: Memo forms
Information on different available mailing services
Computer brochures

Notes: The physical set-up for the simulation is confusing. The location of the problem solving handbook is awkward.
Lesson 10--Application--Instructor's Guide p. 78--business memo is mixed with the wrong occupation.

MODULE 4

STARTING A NEW JOB

LESSON	1	2	3	4	5	6	7	8	9	10
INSTRUCTOR'S GUIDE										
Preservice	✓	✓	✓	✓	✓					
Content	+	+	+	+	+	+	+	+	+	+
Occupation Specific								A OCC	L JPATT	L DWS
WORKTEXT										
Activities:										
Introduction	+	+	+ TIME	+	+	+ TIME	+	+	+	+
Example	+	+	PRE-SERVICE	ORAL ENGLISH INTERP	PRE-SERVICE	+	+			
Application	+	+	MAY WANT TO VIDEO	EXTENSION	MAY WANT TO VIDEO	+	ALSO GO TO VIDEO	REPORT	REPORT	REPORT
Follow-Up	+	JOB INTER-VIEW SET UP	+	+	+	JOB INTER-VIEW	+	"	"	"
Skills Writing/Listening/ Speaking/Reading	LR	LSR	WLS	WR	WLS	R	WL	WR	WR	WR
Class Group/Partner/ Individual	I	GI	GI	GI	I	I	I	I	I	I

Video A: 10:53 Starting a New Job: An Introduction

Video B: 13:29 Starting a New Job: A Summary

Evaluation Methods: Follow-up assignments (these follow-ups were very good)

Supplements: Job application forms
Paycheck--current information on local tax rates
Classified ads; rulers (review of measurement may be necessary)
Person to conduct interview in class

Notes: Favorite video--variety of realistic concerns--ends with an open question
Lesson 4--floor plan might be optional
Lesson 5--students may belong to occupational associations; debate on pros and cons (PA Nissan plant vs. AUW)

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MODULE 5
COMMUNICATING WITH CO-WORKERS

LESSON	1	2	3	4	5	6	7	8	9	10
INSTRUCTOR'S GUIDE										
Preservice		✓	✓	✓	✓	✓	✓			
Content	+	+	+	+	+	CON-FUSION	+	+	+	+
Occupation Specific								✓	✓	✓
WORKTEXT										
Activities:										
Introduction	+	+ TIME	+ TIME	+ TIME	+ TIME	+ TIME	+	+	+	+
Example	+	+	+	+	ROLE PLAY	+ TIME	+			
Application	+	ROLE PLAY	DEMON STRATE	ROLE PLAY	PRE SERVICE	+ TIME	+	+	+	+
Follow-Up	+	PRE-SERVICE	+	+	+	+	+	+	+	INTER VIEW
Skills — Writing/Listening/Speaking/Reading	LS	LS	LS	LS	WLS	WR	L	WR	WR	WR
Class — Group/Partner/Individual	I	PI	GPI	GI	GI	PI	G	I	I	I

Video A: 10:55 Communicating with Co-Workers (Pioneer Press)

Video B: 11:00 Improving Communication with Co-Workers (Pioneer Press)

Evaluation Methods: Follow-up assignments

Supplements: Memo forms
Letter formats
Resource people to interview

Notes: Lesson 2--nonverbal communication valuable
Lesson 3--good observation form
Lesson 5--difficult to handle exercise and application
Lesson 6--positive on opinion survey
Lesson 7--positive self-assessment form

MODULE 6

PARTICIPATING IN GROUPS

LESSON		1	2	3	4	5	6	7	8	9	10
INSTRUCTOR'S GUIDE											
Preservice				✓				✓			✓
Content		+	+	CON-FUSING	+	+	+	-	-	+	+
Occupation Specific									A OCC	L PAT	L IONS
WORKTEXT											
Activities:											
Introduction		+	+	PRE-SERVICE	+ TAG	+ TIME	+	+	+	+	+ TIME
Example		+	+	-	-	+		-			
Application		RESOURCE NOTE	+	+	-	+	+ TIME	+	-	-	-
Follow-Up		+	+	-	+	+	+	+	+	+	+
Skills	Writing/Listening/ Speaking/Reading	WL	LSR	L	LS	LR	LR	L	WL	WL	WR
Class	Group/Partner/ Individual	I	GP	I	GPI	G	G	I	I	I	GI

Video A: 8:43 Participation in Groups: An Introduction (Subway Sandwich Shops)

Video B: 7:33 Observing Group Process (continuation of original video)

Evaluation Methods: Follow-up assignments

Supplements: Videotape of a group discussion (possibility of using school board meet:
Other groups for use in observation

Notes: Lesson 1--might assign specific person to observe
Lesson 3--follow up, observation and report of work group meeting might be difficult to arrange
Lesson 4--need for care in handling situations
Lesson 7--complicated assignment following good activity

MODULE 7

FOLLOWING AND GIVING DIRECTIONS

LESSON	1	2	3	4	5	6	7	8	9	10
INSTRUCTOR'S GUIDE										
Preservice			✓	✓	✓	✓				
Content	+	+	+	+	+	+	+	+	+	+
Occupation Specific								✓	✓	✓
WORKTEXT										
Activities:										
Introduction	+	+	+ TIME	+ TIME	+	PRE SERVICE	+	+	+	+
Example	+	+	DEMON-STRATE	+	+	+	+			
Application	+	+	PRE-SERVICE	+	+	+	+	+	+	+
Follow-Up	+	+	-	+	+	+	-	+	+	+
Skills — Writing/Listening/Speaking/Reading	L	LR	R	R	WLSR	WLSR	WLR	LR	R	WR
Class — Group/Partner/Individual	I	I	I	I	PI	I	I	PI	I	I

Video A: 11:46 Introduction to Following and Giving Directions (Hydroponics Plant)

Video B: 14:10 Following and Giving Directions: A Summary

Evaluation Methods: Follow-up activities
Vocabulary

Supplements: Application forms
Graph paper

Notes: Lesson 1--good follow-up activity
Lesson 3--observation checklist for oral directions good; follow-up--what position are we applying for?
Lesson 4--variety of experiences from automobiles to vegetables
Lesson 7--self-evaluation too soon

MODULE 8

COMMUNICATING WITH SUPERVISORS

LESSON	1	2	3	4	5	6	7	8	9	10
INSTRUCTOR'S GUIDE										
Preservice			✓							
Content	+	+	+	+	+	+	+	+	+	+
Occupation Specific								✓	✓	✓
WORKTEXT										
Activities:										
Introduction	+	+ TIME	+	+	+	+ TIME	+	+	+	+
Example	+	+	REVIEW MEMO	+	+	+	+			
Application	+	+	+	+	+	+	+	+	+	+
Follow-Up	+	+	+	+	+	+	+	INTERVIEW	+	INTERVIEW
Skills — Writing/Listening/Speaking/Reading	WL	R	WL	R	WSR	WLR	WR	WR	W	W
Class — Group/Partner/Individual	PI	GI	I	I	I	GI	I	I	I	I

Video A: 15:04 Communicating with Supervisors: An Introduction (General Binding Co Jacobsen Department Store, Hewlett/Packard)
Video B: 11:54 Improving Communication with Supervisors (Dental Lab)

Evaluation Methods: Follow-up assignments

Supplements: Resource person--supervisor
Memo forms

Notes: Lesson 4--nonverbal communication reinforces other areas; positive self-evalua
Lesson 6--good employee evaulation form
Lesson 7--teacher as supervisor

MODULE 9

PRESENTING YOUR POINT OF VIEW

LESSON	1	2	3	4	5	6	7	8	9	10
INSTRUCTOR'S GUIDE										
Preservice			✓					✓		
Content	+	+	+	+	+	+	+	+	+	+
Occupation Specific								A occup	L Partners	L Panels
WORKTEXT										
Activities:										
Introduction	+	+	+	+	+	+	+	+	+	+
Example	+	+	PRE Service	+	+	TAPE RECORDER	+			
Application	+	+	+	PRE Service	+	ORAL PRESENT (TAPED)	+	+	+	ORAL PRESENT (TAPED)
Follow-Up	+	INTERVIEW	+	+	+	+	+	+	+	+
Skills — Writing/Listening/Speaking/Reading	WLR	WR	WSR	WSR	WLSR	WLSR	WLSR	WR	WLS	WLS
Class — Group/Partner/Individual	GI	I	GI	GI	GI	I	I	I	GI	I

Video A: 10:27 Presenting Your Point of View: An Introduction (Pro Video)

Video B: 9:43 Presenting Your Point of View Effectively (Hayes Feed Store)

Evaluation Methods: Follow-up assignments

Supplements: General format for debate on occupational topics
Letter outline

Notes: Lesson 1--need to review letter writing skills
Lesson 3--difficulty in arranging order of pursuasive presentation
Lesson 4--oral presentations sometimes present difficulties with students
Lesson 8--presentation is on your own chosen vocational area

MODULE 10

COMMUNICATING WITH CLIENTS AND CUSTOMERS

LESSON	1	2	3	4	5	6	7	8	9	10
INSTRUCTOR'S GUIDE										
Preservice		✓	✓							
Content	+	+	+	+	+	+	+	+	+	+
Occupation Specific										
WORKTEXT										
Activities:										
Introduction	+	+	+	+	+	+	+	+	+	+
Example	+			+	+	+	+			
Application	+	+	+	+	+	+	+			
Follow-Up			+		+		+	+	+	
Skills (Writing/Listening/Speaking/Reading)	L	WLS	LS	WR	WLR	WLS	WLR	WLSR	WLSR	WLSR
Class (Group/Partner/Individual)	I	I	I	P	GI	GI	I	GI	GI	I

Video A: 12:11 Communicating with Clients and Customers: An Introduction (Used Car Dealer)
Video B: 8:51 Solving Problems with Clients and Customers (Child Care)

Evaluation Methods: Follow-up assignments

Supplements: Arranging observations--securing permission
Resource person

Notes: Wanamaker's Department Store is used as an example
Lessons 2, 3, and 4 have extended introductions
Lesson 6--follow-up observation is a good activity
*Really liked this module

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MODULE 11

MAKING AND RESPONDING TO REQUESTS

LESSON	1	2	3	4	5	6	7	8	9	10
INSTRUCTOR'S GUIDE										
Preservice			✓	✓		✓				
Content	+	+	+		+	+	+	+	+	+
Occupation Specific								✓	✓	✓
WORKTEXT										
Activities:										
Introduction	+	+ TIME	+ TIME	+ TIME	+ TIME	+ TIME	+	+	+	+
Example	+	+	ROLE PLAY	+ TIME	+	+	+			
Application	+	+	ROLE PLAY	+	+	-	+	+	+	+
Follow-Up	OBSERVATION	+	+	PROOF-READ	+	+	+	+	+	+
Skills (Writing/Listening/Speaking/Reading)	LSR	WR	LS	WR	WR	WLR	WLR	LS	SR	WR
Class (Group/Partner/Individual)	I	PI	PGI	PI	PI	I	GI	I	PI	I

Video A: 10:42 Making and Responding to Requests: An Introduction (Building a Ho
(female electricians--great computer technology)
Video B: 8:40 Techniques for Making and Responding to Requests (Legal Secretary)

Evaluation Methods: Follow-up assignments
Letters, memos
Proofreading

Supplements: Visit to school library to view electronic mail or fax facilities
Field trip to communications oriented operation (AT&T, Bell)
Trainer phones from local phone company
Maintain file on letters and memos

Notes: Lesson 1--good application exercise
Lesson 3--follow-ups might be class project or bonus
Lesson 4--examin letter format--personal format preference
Lesson 5--typo on p. 43
Lesson 6--Penn-Link 'electronic mail' ---------

MODULE 12

COMMUNICATING TO SOLVE INTERPERSONAL CONFLICE

LESSON		1	2	3	4	5	6	7	8	9	10
INSTRUCTOR'S GUIDE											
Preservice				✓							
Content		SHORT (film)	+	+	+	+	+	+	+	+	SHORT (video)
Occupation Specific									✓	✓	✓
WORKTEXT											
Activities:											
Introduction		+	+	+	+	+	+	+	+	+	+
Example		+	+	+	+	+	+	+	+	+	+
Application		+	+	+	+	ROLE PLAY	+	+	+	+	+
Follow-Up		+	+	+	+	+	+	+	+	+	PEG REVIEW
Skills	Writing/Listening/ Speaking/Reading	WL	LR	WLR	WR	WSR	WLR	WLR	WR	WR	WLR
Class	Group/Partner/ Individual	I	GI	GI	GI	PI	I	I	I	I	I

*We all know someone like the woman in the video who takes advantage!

Video A: 9:00 Communicating to Solve Interpersonal Conflict: An Introduction (Waverly Medical Labs)

Video B: 12:00 Solving Interpersonal Conflict Successfully (Waverly Medical Labs)

Evaluation Methods: Follow-up assignments

Supplements: Topic of the student's choice to present facts v. feelings

Notes: Lesson 10--they recommend a visit to a small claims court
*Good module with good advice

MODULE 13

EVALUATING PERFORMANCE

LESSON	1	2	3	4	5	6	7	8	9	10
INSTRUCTOR'S GUIDE										
Preservice						✓				
Content	+	+	+	+	+	+	+	+	+	+
Occupation Specific								✓	✓	✓
WORKTEXT										
Activities:										
Introduction	+	+ Time	+	+ Time	+ Time	+ Time	+	+	+	+
Example	+	Stopped	+	+	+	+	+			
Application	+	+	+	+	+	+	+	+	+	+
Follow-Up	+	+ CONTINUED	+	+	+	+	+	+	+	+
Skills (Writing/Listening/Speaking/Reading)	WLR	WLSR	WR	SR	WR	WR	LWR	LWR	WR	WR
Class (Group/Partner/Individual)	I	I	I	GI	I	I	I	I	I	I

Video A: 13:55 Performance Evaluation (Rick's Body Shop and Edmar Foods)
(many of our students work in supermarkets)
Video B: 10:43 Evaluating Performance (On the Spot Cleaning)

Evaluation Methods: Follow-up assignments
Self evaluation on module
Co-op teacher as evaluator for lesson 5

Supplements: Dictionary of Occupational Titles
Job Description Manual
Access PA for lesson 8 application

Notes: Good module for the students to contribute their own experiences

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MODULE 14

UPGRADING, RETRAINING AND CHANGING JOBS

LESSON		1	2	3	4	5	6	7	8	9	10
INSTRUCTOR'S GUIDE											
Preservice			✓	✓			✓				
Content		SHORT LESSON	+	+	+	+	+	+	+	+	+
Occupation Specific									A OCCUPATIONS	←	←
WORKTEXT											
Activities:											
Introduction		+	+	+ TIME	+ TIME	+ TIME	+ TIME	+	+	+	+
Example		+	+	+	+	+	STORIES	+			
Application		+	+ TIME	+	+	+	+	+	+	+	+
Follow-Up		+	+	+	+	+	+	+	+	+	+
Skills	Writing/Listening/ Speaking/Reading	WLR	WR	WR	WR	WR	WLR	WLR	WR	WR	WLSR
Class	Group/Partner/ Individual	I	I	I	GI	GI	I	I	I	I	I

Video A: 14:09 Upgrading, Retraining and Changing Jobs: An Introduction (variety of interviews)

Video B: 11:53 Upgrading, Retraining and Changing Jobs: A Summary

Evaluation Methods: Follow-up assignments

Supplements: Self Assessment Inventory
Opportunity to visit job fairs, etc. if available

Notes: Lesson 2--four page self assessment inventory valuable
Lesson 6--good information on self employment

MODULE 15

IMPROVING THE QUALITY OF COMMUNICATION

LESSON	1	2	3	4	5	6	7	8	9	10
INSTRUCTOR'S GUIDE										
Preservice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Content	+	+	+	+	+	+	+	+	+	+
Occupation Specific								A OCCUPATIONS	L	L
WORKTEXT										
Activities:										
Introduction	+ TIME	+	+	+ TIME	+	+ TIME	+ TIME	+	SHORT LESSON	+ TIME
Example (Training Video)	+	+	+	+	+	+	+			
Application								+	+	+
Follow-Up	+	+	+	+	+	+	SIMULATION	+	+	+
Skills Writing/Listening/Speaking/Reading	WLR	WR	WR	WR	WR	WR	WLSR	WLSR	WR	WR
Class Group/Partner/Individual	I	I	I	I	I	I	GPI	I	I	I

Video A: 15:12 The Workplace of the Future (Williams Electronics--pinball machines)

Video B: 13:00 A Company Meeting the Challenge (B. F. Goodrich--braking systems)

Evaluation Methods: Follow-up assignments

Supplements: Library
Occupational magazines and literature

Notes: Good activities
Different format in worktext; training handbook; culminating activities
Lesson 7--interesting true-false questions
Sitka Seafoods simulation good activity

PART THREE - LOGISTICS, EVALUATION AND CERTIFICATION

After participation in a workshop on Applied Communication, the teacher will be able to:

1. Identify sources and write specifications to order supplies for an Applied Communication program.

2. Describe the mechanics and logistics for classroom management, grading and other problems which arise during the planning, preparation and delivery for an Applied Communication program.

3. Describe Pennsylvania teacher certification requirements for Applied Communication as they relate to teachers presently certified in English, Business Education, and Communication.

OUTCOME ACTIVITY GUIDE 6

1. Outcome

   Identify sources and write specifications to order supplies for an Applied Communication's program.

2. Method: Oral presentation, discussion and specification writing practice exercise.

3. Resources and Material Needs:

   A. Information Sheet:

      IS-8 Together...Serving Education
      Agency for Instructional Technology

   B. IS-9 Resource Material Order Form

   C. IS-10 AIT Reference Letter

   D. IS-11 Specification Writing

4. Suggested Activities

   A. Read and discuss the AIT resource information

NOTE: Since Pennsylvania is a member state of the Applied Communication consortium, Commonwealth school districts have the right to make unlimited copies of print and video material for in-school use. Print and video masters for making copies are available through Instructional Materials Centers of local Intermediate Units. A copy authorization letter for Pennsylvania from AIT is included in information sheet (page 3-5).

Copies of these materials are also available at state consortium member prices. Copies can be purchased directly from AIT; a price listing and order form are included in information sheet (page 3-4).

Together... serving education.

Agency for Instructional Technology
Box A, Bloomington, Indiana 47402
812/339-2203

Evolving from a television library begun in 1962, the nonprofit, American-Canadian Agency for Instructional Technology (AIT) was established in 1973 to strengthen education through technology. AIT pursues its mission through the development and distribution of video and computer programs in association with state and provincial education agencies. In addition, AIT acquires, enhances, and distributes programs produced by others. AIT programs are used in schools throughout the United States and Canada. The agency is based in Bloomington, Indiana.

ibit B

Effective: July 1, 1992

Applied Communication
Resource Material Order Form

Ship to:	Bill to:
Name	Name
Title	Title
Organization	Organization
Address	Address
City / State / Zip	City / State / Zip
( ) Phone	( ) Phone

Item			Prices Standard	Prices Consor	Modules 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total Set	Quan.	Amount
Complete Instructor's Kit	☐ VHS ☐ Beta		Mod.:	$150.00	$31.00																	
			Set:	1,795.00	465.00																	
Components Instructor's Guide		bound	Mod.:	7.75	5.75																	
			Set:	115.00	86.25																	
		not bound	Mod.:		5.75																	
			Set:		86.25																	
Student Print			Mod.:	4.00	3.00																	
			Set:	60.00	45.00																	
Videocassette *(indicate format)*	☐ VHS ☐ Beta		Mod.:		11.50																	
			Set:		172.50																	
	☐ 3/4" U-matic		Mod.:		31.50																	
			Set:		472.50																	
Vinyl Album			Mod.:		7.00																	
			Set:		105.00																	
Implementation Kit				150.00	31.00																	
Large Brochure					$25.00 (per 100)																	
Small Brochure					$11.00 (per 100)																	

Important: Prices do not include shipping and are subject to change.

Total

Please Return to: Agency for Instructional Technology
Box A

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AGENCY FOR INSTRUCTIONAL TECHNOLOGY

September 29, 1992

Sandra Mattson
Vocational Education
Temple University
Philadelphia, PA 19122

Dear Sandra,

In reference to your letter asking permission to copy materials from the Applied Communication and Principles of Technology series, as a consortium member of both series your state has the legal right to copy all components of both series.

If you have any further questions, please contact me.

Sincerely,

Connie Scott

Connie Scott
Customer Service and Sales

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To Sandra Mattson	From Connie Scott
Co. Temple Univ.	Co. AIT
Dept. Voc. Educ.	Phone # 800-457-4509
Fax # 215-787-5154	Fax # 812 333-4218

Box A, Bloomington, Indiana 47402-0120 812-339-2203 800-457-4509 FAX 812-333-4218

SPECIFICATION WRITING

Local school district procedures must be followed in all purchases of supplies and equipment. Although these procedures will vary from district to district, two general categories usually exist. The category for small expenditures and/or supplies that are routinely used is fairly easy to deal with through: (1) direct purchase by the teacher from a designated district vendor, (2) a requisition and purchase order procedure or (3) a request from the districts warehouse or supplies "store".

The purchase of major equipment or other capital outlay in excess of a certain dollar amount requires considerably greater planning and attention to detailed procedures. The amounts of money involved are usually quite large, and the purchase results in a permanent addition to the school program; so mistakes must be avoided.

Purchasing procedures for capital outlay are usually clear and rigid, and they generally follow this order: (1) approval for the purchase must be obtained from the school principal or other authorized person, (2) the teacher writes a detained description (specifications) of the item needed, (3) the specifications are submitted for bids by vendors (usually three bids are required), (4) the lowest bidder is awarded the purchase order, and (5) the teacher accepts delivery of the item, verifies that it is correct and in good condition, and signs the invoice or delivery ticket.

Central to the success of this process is the specifications written, and the homework done by the specification writer. What you request or list in a specification will dictate what a vendor will bid on and ultimately determine what is eventually purchased for your Principles of Technology program.

The specifications should provide a complete set of details and the conditions of sale for each item to be purchased. Without this information the vendor will not be able to understand, with any precision, what your equipment needs are nor will you be assured of getting the quality of the item required. Further, without a well written specification, there will be no basis for determining whether the supplier has fulfilled your request adequately.

The descriptions of equipment items in specifications will, of course, vary tremendously but should include information about the quantity, size, capabilities, power requirements, accessories, delivery, installation, warranties and service contracts as appropriate. As a general rule it is always better to include more information than is necessary rather than to leave out an important specification that could adversely affect or delay your order. You should also state where the shipment is to be delivered, and how the order will be paid.

Outcomes Activity Guide 7

1. Outcome

   Describe the mechanics and logistics for classroom management, grading and other problems which arise during planning, preparation and delivery for an Applied Communication program.

2. Methods

   Oral presentation and discussion

3. Resources and Materials Needed

   Teachers Text, Student Workbooks, Video Instructional Plan, Observation Checklist, Student Evaluation, Group Evaluation, and Literature List

4. Suggested Activities

   A. Read and review the Learning Tree Instructional Plan for individual modules

   B. Discuss various evaluation considerations

   C. Review Observation Checklist for Oral Directions, Student Self-Evaluation, and Group Evaluation (students)

   D. Review, discuss and participate in Student Evaluation (of self)

   E. Review, discuss and participate in Group Evaluation (of students)

   F. Review and discuss Applied Academics Literature List

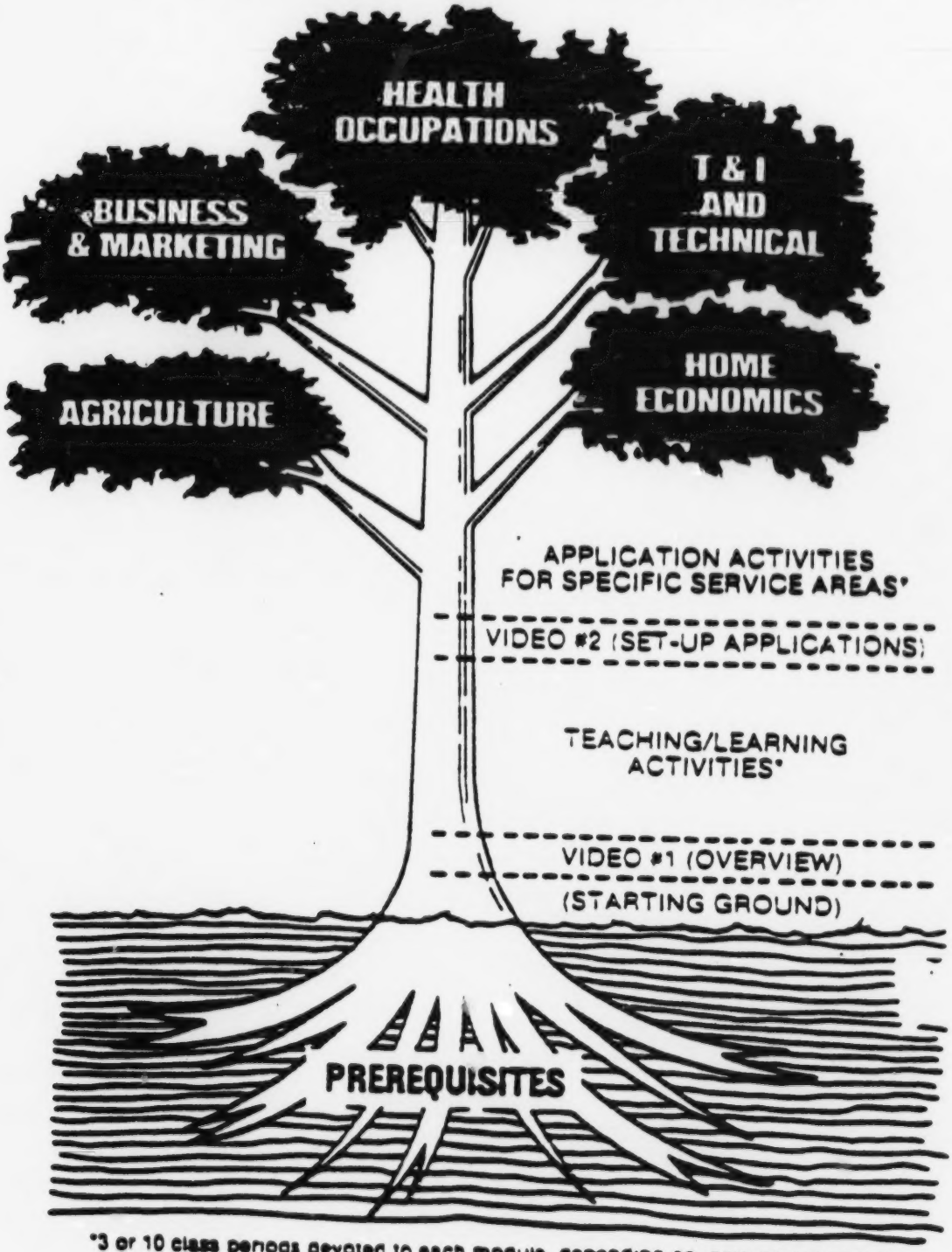
   G. Review and discus Program Design

The "Learning Tree" Instructional Plan

The tree diagram below represents the instructional plan for an individual module in Applied Communication. The prerequisites to be attained before any modules are used are represented by the tree's roots, which provide the foundation and support for the tree. The trunk of the tree in a given application will vary in "height" depending on whether a teacher decides to use three or all ten lessons from the module. The "trunk" of the module would, however, always include the two video programs and related introductory and follow-up activities.

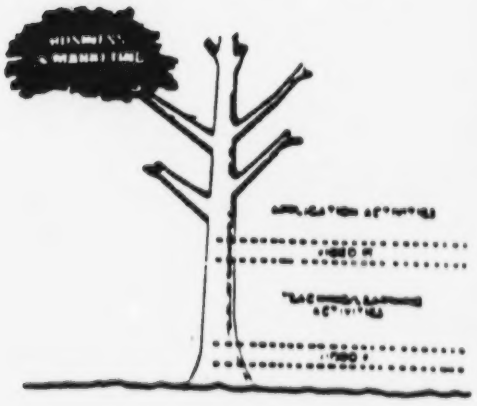
Having completed the trunk of the modules, the teacher would then branch to the specific application activities appropriate for his/her students' area(s) of specialization. For example, a teacher of a class with students from all five specialty areas might want to divide the class into five groups representing their areas of specialization to conduct the application activities. On the other hand, a teacher of a class containing only agriculture majors might have students do only the application activities designed for that specialty.

APPLIED COMMUNICATION



*3 or 10 class periods devoted to each module, depending on instructional setting & teacher/student needs.

Example 3—Module integrated into existing vocational education course: (Abbreviated Option)



A business and marketing instructor in a vocational/technical or comprehensive high school decides to devote three 45-minute class periods to Module 7, "Making and Responding to Requests." By following the plan for the 3-lesson option the instructor would introduce the module to students during the first period by using Video #1 as an overview, then conduct learning activities described in the Teacher's Resource Manual for the module. During the second class period devoted to the module, the instructor would use Video #2 as a stimulus for application activities that would be continued and completed during the third class period. Because all the students are business and marketing majors, the teacher selects application activities from only the "Business and Marketing" section of the Teacher's Resource Manual for Module 7.

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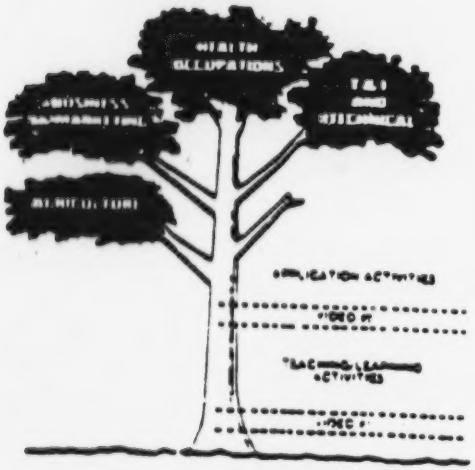
The Tree's Branches

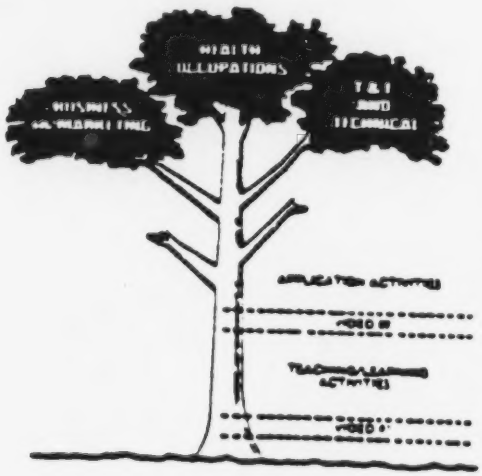
Following are several examples of possible patterns of utilization for the Applied Communication materials. These examples are intended to be illustrative, not all-inclusive, of the ways in which the materials might be used.

Example 1—Module used (along with all other modules) in a full-year English/Communication course for vocational students:



A teacher of an English class in a vocational/technical or comprehensive high school that includes agriculture, business, health occupations and technology students will use all ten lessons in Module 9, "Communicating with Co-workers." The module includes a variety of teaching/learning activities that will be conducted during 10 class periods of instruction. The teacher will use both video programs, as recommended, and will divide students into groups for specific application activities in their major areas of study.

Example 2—Three lessons of the module used in learning resource center: (Abbreviated Option)



The teacher/facilitator in a learning resource center in an area vocational/technical center or comprehensive high school coordinates instruction in a team-teaching situation with other teachers from business and marketing, health occupations and trade and industry programs. Groups of students from each of the areas are scheduled into the resource center so the video programs and teaching/learning activities can be used with all groups simultaneously. After the resource center teacher conducts the first two lessons of the three-lesson abbreviated option for Module 3, "Starting a New Job," the teacher for each specialty area conducts 45-minutes of application activities with his or her students.

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EVALUATION

Completed Work -

Quality of Work -

Participation -

Cooperation -

Time on Task -

Observation Checklist for Oral Directions

Before specific directions are given, an employee should get ready to listen.

1. Did the employee appear to get ready to listen?

   ____ The employee stopped talking.

   ____ The employee looked at the speaker.

2. Did the employee appear to think about his or her purpose for listening?

   ____ The employee moved closer to the speaker.

   ____ The employee removed distraction in order to hear.

   ____ The employee asked if it was necessary to take notes.

3. Was the employee able to identify the task he or she was to perform?

   ____ The employee showed by word or action that he or she knew what task to perform.

During. As directions are given, the receiver should listen actively and Plan what to do.

4. Did the employee appear to listen actively.

   ____ The employee looked at the speaker and maintained eye contact.

   ____ The employee took notes when necessary.

   ____ The employee repeated the safety precautions and equipment needs.

   ____ The employee repeated the order or sequence of steps.

5. Did the employee seem to indicate be nonverbal behavior that he or she did not understand what to do?

   ____ The employee indicated by facial expression or gesture that he or she did not understand what to do.

6. If the employee did not understand what to do, did he or she try to get more information?

   ____ The employee asked about safety precautions and equipment needs.

____ The employee asked questions when the steps were confusing or unclear.

____ The employee asked questions when the order or sequence of steps was unclear.

____ The employee asked questions when unfamiliar words or terms were used.

After directions are given, an employee should **Check** and **Clarify**.

7. Did the employee check to be sure that he or she understood what to do?

____ The employee repeated or summarized what to do.

____ The employee reviewed the steps and any notes taken before acting.

8. Did the employee ask the person giving the directions to clarify them, if they were unclear?

____ When the directions were not clear, the employee got more information.

____ The employee asked detailed questions of the direction-giver or consulted a manual, handbook, or an expert.

Student Evaluation (self)

Name _____ Date _____

Task _____

How Did I Do in the Group?

1. I stayed in my group and used a quiet voice. yes _____ no _____
2. I did my part. yes _____ no _____
3. I helped my group reach agreement. yes _____ no _____
4. I am sure we all learned the same things. yes _____ no _____

Here is one thing I did very well.

_____

_____

Here is one thing I need to do better next time.

_____

_____

The following was a problem for me:

____ Didn't understand the task

____ Not enough time to do my part

____ Other groups were too noisy

____ Others in my group didn't work well

Group Evaluation (students)

Date _____

Task _____

_____

_____

Group Members

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

How Did Our Group Do? (to be read aloud by teacher if needed)

1. We made sure each person understood. yes_____ no_____
2. We stayed in our group and used quiet voices. yes_____ no_____
3. We finished the task. yes_____ no_____
4. We worked together well. yes_____ no_____
5. We helped each other. yes_____ no_____

Here is one thing our group did very well.

_____

_____

_____

Here is one thing we need to do better next time.

_____

_____

_____

APPLIED ACADEMICS - ENGLISH/COMMUNICATIONS

LITERATURE LIST

The following are American and British literature selections matched with each of the 15 modules to reinforce the English/Communications skills learned in each module.

MOULE 1: COMMUNICATING IN THE WORKPLACE AMERICAN AND BRITISH LITERATURE

AMERICAN LITERATURE:

"Alibi Ike"	Ring Lardner
Black Boy	Richard Wright
Of Mice and Men	John Steinbeck
The Right Stuff	Tom Wolfe
"A Sense of Shelter"	John Updike
from *Poor Richard's Almanack*	Ben Franklin
"The Stone Boy"	Gina Berriault
"The Sky Is Grey" (film)	Ernest Gaines
"This Is Just To Say"	Wm. Carlos Williams
"Dear God the Day Is Grey"	Anne Halley
"The River-Merchant's Wife"	Ezra Pound
"A & P"	John Updike
"The Lottery"	Shirley Jackson
"The Catbird Seat"	James Thurber

BRITISH LITERATURE:

Macbeth	William Shakespeare
"A Poison Tree"	William Blake
Beowulf	Anonymous
"The Rime of the Ancient Mariner"	Samuel Taylor Coleridge
"Sir Patrick Spens"	Anonymous
"To a Mouse"	Robert Burns
"The Blacksmith"	Anonymous
The Canterbury Tales	Geoffrey Chaucer
A Christmas Carol	Charles Dickens
Good-bye, Mr. Chips	James Hilton
The Secret Sharer	Joseph Conrad
"The Passionate Shepherd to His Love"	Christopher Marlowe
"The Nymph's Reply to the Shepherd"	Sir Walter Raleigh
Pygmalion	George Bernard Shaw
"The Adventure of the Speckled Band"	Sir Arthur Conan Doyle

MODULE 2: GATHERING AND USING INFORMATION IN THE WORKPLACE

AMERICAN LITERATURE:

A Connecticut Yankee in King Arthur's Court	Mark Twain
Fahrenheit 451	Ray Bradbury
Inherit the Wind (A Play)	Robert E. Lee and Jerome Lawrence
To Kill a Mockingbird	Harper Lee
from *Moby Dick*	Herman Melville
Black Boy	Richard Wright
The Wave	Todd Strasser
When the Legends Die	Hal Borland
"Dr. Heidegger's Experiment"	Nathaniel Hawthorne

BRITISH LITERATURE:

"Prologue" to *Canterbury Tales*	Geoffrey Chaucer
"Lines Composed a Few Miles Above Tintern Abbey"	William Wordsworth
Beowulf	Anonymous
Macbeth	William Shakespeare
"The Three Strangers"	Thomas Hardy
"Sire Gawain and the Green Knight"	Anonymous
"The Sniper"	Liam O'Flaherty
"My Last Duchess"	Robert Browning
Dr. Jekyll and Mr. Hyde	Robert Louis Stevenson
"The Hounds of the Baskervilles"	Sir Arthur Conan Doyle

MODULE 3: USING PROBLEM-SOLVING STRATEGIES

AMERICAN LITERATURE:

Alas, Babylon	Pat Frank
The Chocolate War	Robert Cormier
Flowers for Algernon	Daniel Keyes
Just Call Eddie	Ruth Schroeder
The Miracle Worker (A Play)	William Gibson
"Murders in the Rue Morgue"	Edgar Allen Poe
"The One Thousand Dozen"	Jack London
Ordinary People	Judith Guest
The Right Stuff	Tom Wolfe
"To Build a Fire"	Jack London
from *Moby Dick*	Herman Melville
"The Catbird Seat"	James Thurber

I Am the Cheese	Robert Cormier
"Mammon and the Archer"	O. Henry
from "The General History"	John Smith
"Preface: God's Determination"	Edward Taylor
"The Graduation" from *I Know Why the Caged Bird Sings*	Maya Angelou
"Almos' a Man" (film)	Richard Wright
"Stopping by Woods on a Snowey Evening"	Robert Frost
"The Sergeant's Private Madhouse"	Stephen Crane

BRITISH LITERATURE:

Animal Farm	George Orwell
Lord of the Flies	William Golding
Macbeth	William Shakespeare
"Miss Youghal's Sais"	Rudyard Kipling
Beowulf	Anonymous
"A Modest Proposal"	Jonathan Swift
"On His Blindness"	John Milton
"The Schwartz-Metterklume Method"	Saki (H.H. Munro)
"On Shooting an Elephant"	George Orwell
A Journal of the Plague Year	Daniel Defoe
"Sir Patrick Spens"	Anonymous

MODULE 4: STARTING A NEW JOB

AMERICAN LITERATURE:

"The Eighty-Yard Run"	Irwin Shaw
The High Misty	Robert J. Fitzgerald
"The Lizzie"	John Dos Passos
A Raisin in the Sun	Lorraine Hansberry
"Give Me Liberty or Give Me Death"	Patrick Henry
from *Autobiography*	Ben Franklin
"I'm a Fool" (film)	Sherwood Anderson
"The Devil and Tom Walker"	Washington Irving
from *Walden*	Henry David Thoreau
Life on the Mississippi (excerpts)	Mark Twain

BRITISH LITERATURE:

Macbeth	William Shakespeare
The Return of the Native	Thomas Hardy
"The Verger"	Somerset Maugham
Captains Courageous	Rudyard Kipling

David Copperfield	Charles Dickens
To Sir, With Love	E. R. Braithwaite
Pygmalion	George Bernard Shaw
The Secret Sharer	Joseph Conrad

MODULE 5: COMMUNICATING WITH CO-WORKERS

AMERICAN LITERATURE:

"Alibi Ike"	Ring Lardner
The Andromeda Strain	Michael Crichton
"The Catbird Seat"	James Thurber
"The Sergeant's Private Madhouse"	Stephen Crane
"An Episode of War"	Stephen Crane
"The Sentimentality of Wm. Tavner"	Stephen Crane
"The Outcasts of Poker Flats"	Mark Twain
"Mending Wall"	Robert Frost
"Cemetery Path"	Leo Rosten

BRITISH LITERATURE:

A Christmas Carol	Charles Dickens
David Copperfield	Charles Dickens
How Green Was My Valley	Richard Llewellyn
Lord of the Flies	William Golding
To Sir, With Love	E. R. Braithwaite
"The Pardoner's Tale"	Geoffrey Chaucer
"Get Up and Bar the Door"	Anonymous
"The Japanese Quince"	John Galsworthy
"Shooting An Elephant"	George Orwell

MODULE 6: PARTICIPATING IN A GROUP

AMERICAN LITERATURE:

Alas, Babylon	Pat Frank
The Andromeda Strain	Michael Crichton
Bless the Beasts and the Children	Glendon Swarthout
A Connecticut Yankee in King Arthur's Court	Mark Twain
Johnny Tremain	Esther Forbes
The Man Without a Country	Edward Everett Hale
Moby Dick	Herman Melville
"The Outcasts of Poker Flats"	Bret Harte
The Way to Rainy Mountain	N. Scott Momaday
"The Open Boat"	Stephen Crane

BRITISH LITERATURE:

Oliver Twist	Charles Dickens
"Prologue" to *The Canterbury Tales*	Geoffrey Chaucer
A Christmas Carol	Charles Dickens
How Green Was My Valley	Richard Llewellyn
Lord of the Flies	William Golding
"The Pardoner's Tale"	Geoffrey Chaucer
"The Chimney Sweep"	William Blake
"The Verger"	Somerset Maugham
"Ulysses"	Alfred, Lord Tennyson
Beowulf	Anonymous

MODULE 7: FOLLOWING AND GIVING DIRECTIONS

AMERICAN LITERATURE:

"Bartleby, the Scrivener"	Herman Melville
A Day No Pigs Would Die	Robert Newton Peck
Johnny Tremain	Esther Forbes
"The Lottery"	Shirley Jackson
from *Native Son*	Richard Wright
When the Legends Die	Hal Borland
"To Build a Fire"	Jack London
"Insert Flat A and Throw Away"	S. J. Perelman
"Follow the Drinking Gourd"	Negro Spiritual
from *Black Boy*	Richard Wright
"Theme for English B"	Langston Hughes
"Dr. Heidegger's Experiment" (film)	Nathaniel Hawthorne
"Song of the Sky Loom"	Native American
"Thanatopsis"	Wm. Cullen Bryant

BRITISH LITERATURE:

"Holly Sonnet 10"	John Donne
"Requiem"	Robert Louis Stevenson
Captains Courageous	Rudyard Kipling
The Secret Sharer	Joseph Conrad
"A Valediction: Forbidding Mourning"	John Donne
"A Word with Mr. Harcourt"	James Herriott
"The Chimney Sweep"	William Blake

MODULE 8: COMMUNICATING WITH SUPERVISORS

AMERICAN LITERATURE:

"Alibi Ike"	Ring Lardner
"Bartleby, the Scrivener"	Herman Melville
Billy Budd	Herman Melville
"The Catbird Seat"	James Thurber
Death of a Salesman (A Play)	Arthur Miller
Fahrenheit 451	Ray Bradbury
Native Son	Richard Wright
"Under the Lion's Paw"	Hamlin Garland
"A Visit to Grandmother"	William Melvin Kelley
The Chocolate War	Robert Cormier
"Harrison Burgeron"	Kurt Vonnegut

BRITISH LITERATURE:

A Christmans Carol	Charles Dickens
Jane Eyre	Charlotte Bronte
A Man for All Seasons	Robert Bolt
Murder in the Cathedral	T.S. Eliot
1984	George Orwell
Hard Times	Charles Dickens
Oliver Twist	Charles Dickens
Great Expectations	Charles Dickens
"The Verger"	Somerset Maugham
"The Rocking-Horse Winner"	D. H. Lawrence

MODULE 9: PRESENTING YOUR POINT OF VIEW

AMERICAN LITERATURE:

The Chocolate War	Robert Cormier
"The Devil and Daniel Webster"	Stephen Vincent Benet
Fahrenheit 451	Ray Bradbury
Inherit the Wind (A Play)	Robert E. Lee and Jerome Lawrence
"Master of Arts"	O. Henry
The Miracle Worker (A Play)	William Gibson
A Raisin In the Sun (A Play)	Lorraine Hansberry
To Kill a Mockingbird	Harper Lee
"Under the Lion's Paw"	Hamlin Garland
Walden	Henry David Thoreau
"Sinners in the Hands of An Angry God"	Jonathan Edwards

"The Devil and Tom Walker"	Washington Irving
"The Love Song of J. Alfred Prufrock"	T. S. Eliot
"Letter from Birmingham Jail"	Martin Luther King, Jr.
"The Declaration of Independence"	Thomas Jefferson
Selections form "Common Sense"	Thomas Paine

BRITISH LITERATURE:

"My Last Duchess"	Robert Browning
"On His Having Arrived at the Age of 23"	John Milton
"Miss Brill"	Katherine Mansfield
"A Modest Proposal"	Jonathan Swift
"Ode to the West Wind"	Percy Bysshe Shelley
Pride and Prejudice	Jane Austen
"The Passionate Shepherd to His Love"	Christopher Marlowe
"Julius Caesar" (Act III)	William Shakespeare
"To His Coy Mistress"	Andrew Marvell

MODULE 10: COMMUNICATING WITH CLIENTS AND CUSTOMERS

AMERICAN LITERATURE:

Inherit the Wind (A Play)	Robert E. Lee and Jerome Lawrence
"The Legend of Sleepy Hollow"	Washington Irving
"Master of Arts"	O. Henry
"The One Thousand Dozen"	Jack London
To Kill a Mockingbird	Harper Lee
"A Worn Path"	Eudora Welty
"The Devil and Tom Walker"	Washington Irving
"The Devil and Daniel Webster"	Stephen Vincent Benet
"A Encounter with an Interviewer"	Mark Twain
Death of a Salesman (A Play)	Arthur Miller

BRITISH LITERATURE:

The Return of the Native	Thomas Hardy
"The Garden Party"	Katherine Mansfield
"The Schwartz-Metterklume Method"	Saki (H.H. Munro)
Pygmalion (My Fair Lady-Musical)	George Bernard Shaw
"A Worn Path"	Eudora Welty
"The Rime of the Ancient Mariner"	Samuel Taylor Coleridge

MODULE 11: MAKING AND RESPONDING TO REQUESTS

AMERICAN LITERATURE:

"Bartleby, the Scrivener"	Herman Melville
A Day No Pigs Would Die	Robert Newton Peck
"Master of Arts"	O. Henry
The Miracle Worker (A Play)	William Gibson

BRITISH LITERATURE:

"Sir Gawain and the Green Knight"	Anonymous
A Man for All Seasons	Robert Bolt
Rebecca	Daphne du Maurier
"The Passionate Shepherd to His Love"	Christopher Marlowe
"The Nymph's Reply to the Shepherd"	Sir Walter Raleigh
"The Rocking-Horse Winner"	D. H. Lawrence
Selected Ballads and Poems:	
"The Horses"	Edwin Muir
"Snake"	D. H. Lawrence
"Sir Beelzebub"	Edith Sitwell
"Get Up and Bar the Door"	Anonymous
"Sir Patrick Spens"	Anonymous

MODULE 12: COMMUNICATING TO SOLVE INTERPERSONAL CONFLICT

AMERICAN LITERATURE:

The Acorn People	Ron Jones
"Alibi Ike"	O. Henry
"Bartleby, the Scrivener"	Herman Melville
Bless the Beasts and the Children	Glendon Swarthout
"The Bride Comes To Yellow Sky"	Stephen Crane
"The Catbird Seat"	James Thurber
A Day No Pigs Would Die	Robert Newton Peck
Death of a Salesman (A Play)	Arthur Miller
Flowers for Algernon	Daniel Keyes
"Master of Arts"	O. Henry
Revolt of Mother	Mary W. Freeman
"Under the Lion's Paw"	Hamlin Garland
"Richard Cory"	E. A. Robinson
"Miniver Cheevy"	E. A. Robinson
"Mr. Flood's Party"	E. A. Robinson
A Raisin in the Sun (A Play)	Lorraine Hansberry

"Ex-Baseball Player"	John Updike
"I'm a Fool" (film)	Sherwood Anderson
"The Devil and Tom Walker"	Washington Irving
from "Self Reliance"	Ralph Waldo Emerson
"The Road Not Taken"	Robert Frost

BRITISH LITERATURE:

"The Interlopers"	Saki (H.H. Munro)
Jane Eyre	Charlotte Bronte
Lord of the Flies	William Golding
A Man For All Seasons	Robert Bolt
"Shooting An Elephant"	George Orwell
"Elegy Written in a Country Churchyard"	Thomas Gray
"On My First Son"	Ben Jonson
"The Garden Party"	Katherine Mansfield
"The Rocking-Horse Winner"	D. H. Lawrence
"A Piece of String"	Guy de Maupassant
Antigone	Sophocles

MODULE 13: EVALUATING PERFORMANCE

AMERICAN LITERATURE:

"The Catbird Seat"	James Thurber
A Day No Pigs Would Die	Robert Newton Peck
Death of a Salesman (A Play)	Arthur Miller
"Dr. Heidegger's Experiment"	Nathaniel Hawthorne
The Lilies of the Field	William Barrett
A Raisin in the Sun	Lorraine Hansberry

BRITISH LITERATURE:

"Sonnet 67"	Edmund Spencer
"The Constant Performance"	Sir John Suckling
"The Pulley"	George Herbert
"Meditation 17"	John Donne
"The Verger"	Somerset Maugham
"To a Louse"	Robert Burns
"Gareth and Lynette"	Alfred, Lord Tennyson
A Man for All Seasons	Robert Bolt
The Secret Sharer	Joseph Conrad
"Ulysses"	Alfred, Lord Tennyson

MODULE 14: UPGRADING, RETAINING, CHANGING JOBS

AMERICAN LITERATURE:

"The Bride Comes to Yellow Sky"	Stephen Crane
Death of a Salesman (A Play)	Arthur Miller
"The Eighty-Yard Run"	O. Henry
"A Retrieved Reformation"	O. Henry
A Raisin in the Sun (A Play)	Lorraine Hansberry

BRITISH LITERATURE:

Brave New World	Aldous Huxley
Animal Farm	George Orwell
Good-bye, Mr. Chips	James Hilton
"Elegy Written in a Country Churchyard"	Thomas Gray

MODULE 15: SUPPORTING QUALITY IN COMMUNICATION A REVIEW OF ALL MODULES

AMERICAN LITERATURE:

Our Town (A Play)	Thornton Wilder
A Raisin in the Sun	Lorraine Hansberry
Death of a Salesman (A Play)	Arthur Miller
Revolutionary Heroes: Patrick Henry, Thomas Paine, Thomas Jefferson	
"Bartleby, the Scrivener"	Herman Melville

BRITISH LITERATURE:

1984	George Orwell
Pygmalion (*My Fair Lady*-Musical)	George Bernard Shaw
"Ozymandias"	Percy Bysshe Shelley
Hard Times	Charles Dickens
"Politics and the English Language"	George Orwell
Any Dickens Novel	
Jonathan Swift	

Program Design - Pilot Test - 1 Year Plan

Grade Level	Time Frame	Module #/Unit Topic
		Modules #1, 4, 6, 7, 11

Program Design - 1 year

Grade Level	Time Frame	Module #/Unit Topic
Grade 12	1st Semester	Modules #1, 6, 7, 4, 11, 10
	2nd Semester	Modules #2, 3, 8, 12, 5

Note: Using a 45 minute period of instruction, it is not recommended that all 15 modules he used, due to time limitation.

Program Design - 2 years

Grade Level	Time Frame	Module #/Unit Topic
Grade 11:	1st Semester	Modules #1, 6, 7
	2nd Semester	Modules #4, 11, 10
Grade 12:	1st Semester	Modules #5, 2, 3
	2nd Semester	Modules #8, 14, 9
		Supplemental Modules #12, 13, 15 Use when needed if time permit

Program Design - 3 years

Grade Level	Time Frame	Module #/Unit Topic
Grade 10:	1st Semester	Modules #1, 7, 4
	2nd Semester	Modules #11, 15
Grade 11:	1st Semester	Modules #9, 5,
	2nd Semester	Modules #10, 6, 13
Grade 12:	1st Semester	Modules #8, 2, 3
	2nd Semester	Modules #12, 14

Program Design - 4 years

Grade Level	Time Frame	Module #/Unit Topic
Grade 9:	1st nine weeks	Module #1 Communication in the workplace
	2nd nine weeks	Module #7 Following Directions
	3rd nine weeks	Module #4 Starting a New Job
	4th nine weeks	Module #11 Making and Responding to Requests, Part I
Grade 10:	1st nine weeks	Module #15 Upgrading the Quality of Communication
	2nd nine weeks	Module #9 Presenting Your Point of View
	3rd nine weeks	Module #11 Making and Responding to Requests, Part II
	4th nine weeks	Module #5 Communication with Co-workers
Grade 11:	1st nine weeks	Module #10 Communications with Clients and Customers
	2nd nine weeks	Module #6 participation in Groups
	3rd nine weeks	Module #12 Interpersonal Conflict
	4th nine weeks	Module #13 Evaluating Job Performance
Grade 12:	1st nine weeks	Module #6 Communication with Supervisors
	2nd nine weeks	Module #2 Gathering and Using Information
	3rd nine weeks	Module #3 Using Problem Solving Strategies
	4th nine weeks	Module #14 Upgrading, Retraining, and Changing Jobs

Outcomes Activity Guide 8

1. **Outcome**

   Describe Pennsylvania teacher certification requirements for Applied Communication as they relate to teachers presently certified in English, Business Education, Communication.

2. **Methods**

   Oral presentation and discussion

3. **Resources and Materials Needed**

   A. Information Sheets:

      CSPG No. 32 - January, 1987
      Proposed Regulations - Chapter 5 - Section 5.202

4. Suggested Activity

   A. Using information sheet, CSPG No. 32 and Proposed Regulations make a presentation on Pennsylvania teacher certification requirements for Applied Communication.

English and Communication Certification and Assignment Scope (7-12)

1. A person holding a certificate endorsed for English or Comprehensive English is qualified to teach the following subjects:

   Theater
   Literature
   Composition
   Grammar and Usage
   Speech and Dramatics
   Journalism
   Business English

2. A person holding a certificate endorsed for Speech is qualified to teach speech, dramatics and theater.

3. A person holding a certificate endorsed for Communication is qualified to teach the following subjects:

   Communication using nonprint media such as television, radio and film
   Theater
   Literature
   Composition
   Grammar and Usage
   Speech and Dramatics
   Journalism
   Business English

4. A person holding a valid certificate endorsed for English or Communication is qualified to teach English-as-a-Second-Language within the grade scope of the certificate. (See CSPG No. 108)

5. Instruction in philosophy, social theory, ethics, metaphysics, morality and similar studies, when conducted primarily as the review and analysis of the literature within such fields, is reserved to persons who hold English or Communication certification.

6. A person holding a certificate endorsed for English, Comprehensive English or Communication is not qualified to teach reading except developmental reading when provided as an integrated part of an English language arts course. (See CSPG No. 36)

THIS REVISION SUPERSEDES ALL EARLIER CSPG'S CARRYING THIS NUMBER AND/OR ADDRESSING THIS SUBJECT. PREVIOUS CSPG PRINTING DATES ON THIS SUBJECT: 3/75; 8/76.

PROPOSED REGULATIONS
OF THE
STATE BOARD OF EDUCATION OF PENNSYLVANIA
SCHOOL CODE

CHAPTER 5
CURRICULUM

Section 5.202. Student learning outcomes.

(a) In designing educational programs, school districts shall provide for the attainment of the student learning outcomes under subsection (f) and any other student learning outcomes which they develop and describe in their strategic plans under Section 5.203(c)(relating to strategic plans) as requirements for graduation from high school.

(b) A school district's curriculum shall be designed to provide all students with focused learning opportunities needed to attain these outcomes.

(c) As required by Section 5.203(c)(3), school districts shall develop outcomes to be attained by students at transition points from one organizational level to another and may develop outcomes to be attained at additional transitional points. These transitional outcomes shall be designed to assure that students are making progress toward attainment of the outcomes needed to graduate from high school. The school district assessment plan under Section 5.203(c)(5) shall include a description of how the transitional school district assessments is used to assist students having difficulty meeting the transitional outcomes.

(d) School districts shall develop standards for assessing the attainment of the outcomes under subsection (f) and any other student learning outcomes which they develop and describe in their strategic plans under Section 5.203(c) for purposes of high school graduation and strategies for assisting students to attain them.

(e) The student learning outcomes in subsection (f) will be attained by students in various ways and will be assessed by school districts in various ways. Some will result from successful completion of a course; some from successful completion of a series of courses; some from independent study, community service or work experience; some from participation in extracurricular activities. Some students may meet some outcome expectations before they come to school. Exceptional students may meet some outcome expectations by completion of their Individual Education Programs under

Section 14.32 (relating to IEP). Some outcomes will be assessed by traditional tests; some by other forms of assessment under Section 5.232 (relating to school district assessment); some by teacher observation of student performance in school; some by attainment of IEP goals. Some students will need more instruction in some areas than others, and school districts are responsible for organizing programs to best accommodate the needs of their students.

(f) School districts shall prepare all student to attain the following outcomes, which are listed as follows in association with the Goals of Quality Education under Section 5.201(d) (relating to goals of quality education):

(1) Communications.

(i) All students use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technologies.

(ii) All students read and understand a variety of complex texts (including essays, novels, stories, poems, newspapers and other periodicals, technical documents) and identify the writer's purpose or theme, the structure of the text and how language is used to achieve the writer's purpose.

(iii) All students respond orally and in writing to information and ideas gained by reading narrative and informational texts from a variety of sources and use the information and ideas to make decisions and solve problems.

(iv) All students produce appropriate forms of writing (including narrative, informative, persuasive, expressive and technical pieces of writing) for each cognitive area of study.

(v) All students analyze and make critical judgments about all forms of communication, separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistencies and judging the validity of evidence in persuasive language.

(vi) All students orally exchange information, including understanding and giving spoken instructions, asking and answering questions correctly and promoting effective group communications.

(vii) All students listen to and understand complex oral messages and identify the speaker's purpose, the structure of the message and how language is used to achieve the speaker's purpose.

(viii) All students compose and make oral presentations for each cognitive area of study that are designed to persuade, inform or describe.

(ix) All students converse, at a minimum level of novice as measured by the proficiency standards of professional language organizations, in at least one language other than English, including the native language if other than English, under Section 5.215(c) (relating to languages).